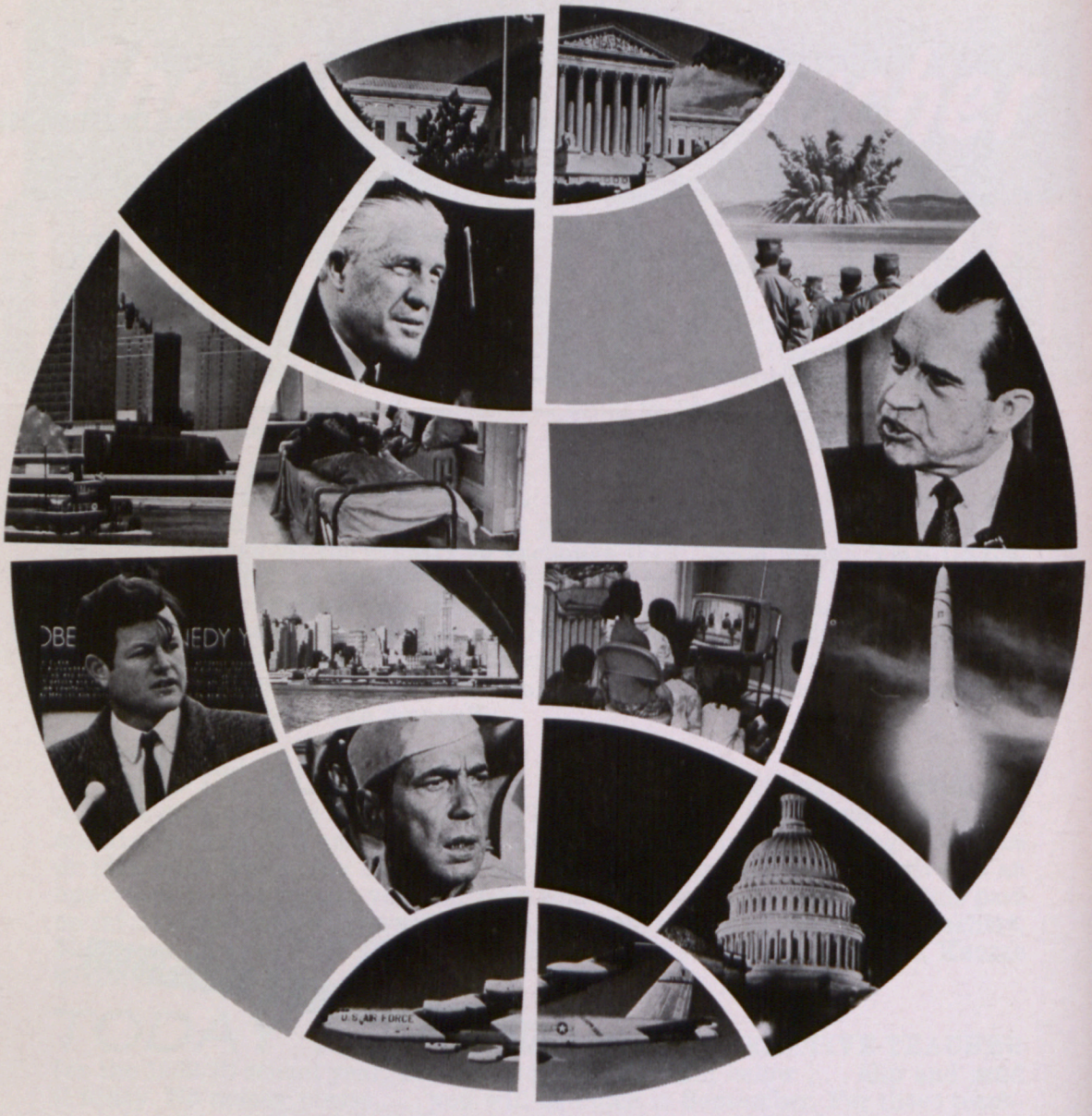
SEPTEMBER 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

SPECIAL FEATURE ON VIOLENCE & AGGRESSION



Let us teach those kids a thing or two.

(about the world around them)

The New Republic, a unique journal of politics and the arts, is an outstanding teaching tool. It's food for thought for young, hungry minds. History, literature, social sciences done with a dash of controversy, make the contemporary scene a learning experience. Teach them a lesson they'll never forget with the help of *The New Republic*.

Special Student and Teacher Subscription Rates
Each Student's Copy— 15¢—if 10 or more are mailed to a single address

Free Desk Copy for Teacher Included. Copies are mailed from Washington, D.C. on Fridays, three days before *The New Republic* appears on the newsstand, insuring that editorials and reviews are fresh . . . and abreast of the current news.

The New Republic, 1244 19th Street, N.W., Washington, D.C. 20036

Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION • VOL. 58 • NO. 6 • SEPTEMBER 1969

SPECIAL FEATURES

VIOLENCE AND AGGRESSION 29
Fritz Redl, A. E. Trieschman, George V. Sheviakov, Beryce W. MacLennan

A SALUTE TO PARENTS FROM TEACHERS EVERYWHERE: IF THE SHOE FITS . . . 41

FROM DALLAS TO PHILADELPHIA 65
Introduction by George D. Fischer, Sam M. Lambert

ARTICLES

CLASSROOM TIPS FROM TRIPS 20
Ruth Cronkite Moscrip

SPRINGFIELD STUDENTS DEMONSTRATE . . . FOR THEIR COLLEGE 25
Alan Thormeyer

THE UNIVERSE: DID IT BEGIN? WILL IT END? 26
Harry C. Stubbs

A NEW SWITCH 50
Luella Strother

OPINIONS DIFFER: HOW FREE SHOULD THE HIGH SCHOOL PRESS BE? 52

MAXIMUM RESULTS FROM MINI-COURSES 55
Robert R. Hayward

WAREHOUSE SCHOOL 58
Tom Kaib

DRIVER EDUCATION THAT'S DIFFERENT 60
Norman Gesteland

YOUR HEALTH-FOOD FACTS 62
C. G. King

A SPECIAL DIMENSION TO OUR RESPONSIBILITY 73
James E. Allen, Jr.

SCHOOLS FOR THE SEVENTIES AND BEYOND 74
Lois V. Edinger, Ole Sand

This month's cover

Explosions of rage send out shock waves that can rock a classroom. What causes these explosions? Do they give warning signals? How should you deal with them? See the special feature on violence and aggression, pages 29-40.

CONTINUING FEATURES

After All 88
Classroom Incident 49
Extras for Our Readers 88
Financial Report 79
Free or Inexpensive 83
Idea Exchange 76
Interaction Briefs 64
Light Touch 51
Local Association of the Month ..81
New NEA Publications 77
News and Trends 3
Opinions Differ 54
Professional Calendar 10
Research Clues 82
Searching Mind 26
Teacher in Politics 87
Teacher Opinion Poll 87
Unfinished Story 80
You May Not Agree, but 86
Your Health 62
ZIP Code 20036 6

Editor: Mildred Sandison Fenner
Managing Editor: Walter A. Graves
Senior Assistant Editor: Marion B. Tucker
Assistant Editor: Marshall O. Donley, Jr.
Editorial Associates: Alice Currie Harding, Betty M. Murray, Elizabeth Einsiedler, Doris Johnson
Production Manager: Joseph A. Perez

Publisher: John D. Sullivan
Circulation Manager: Raymond K. Butler, Jr.
Advertising Manager: Robert F. O'Connor

Design by Chris Stansbury

Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400. TODAY'S EDUCATION goes to all members of the Association. Annual subscription price $1.05 (included in membership dues and available only as a part of membership). Single copies 80¢ each. Second-class postage paid at Washington, DC, and at additional mailing offices. Articles are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not necessarily imply NEA endorsement of the product or of the views expressed. TODAY'S EDUCATION is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Education Index* and *Readers' Guide to Periodical Literature.* Copyright ©1969 by the National Education Association of the United States. All rights reserved.

Learn how to take over our business.

Students get a lot of help in this direction at General Motors Institute in Flint, Michigan. Along with the chance to earn a bachelor's degree in engineering (electrical, industrial, or mechanical) or industrial administration.

If a high school senior meets the requirements, he or she is sponsored at GMI by one of the 140 participating GM units. During the next four and one-half years, he alternately spends six weeks on the campus and six weeks working at his sponsoring plant. Money earned while working usually covers most, if not all, college expenses. During the last semester of the fifth year, he combines full-time employment with work on a special project and the preparation of a thesis. And there are instances where students in the top ten percent of their class can go on for an all-expense-paid master's degree.

General Motors, or any other business, large or small, depends upon the talents, experience, and training of the people working for it. General Motors Institute, celebrating its 50th Anniversary this year, has offered the right kind of preparation for many GM engineers and managers. Positions in General Motors currently held by GMI graduates include President, Executive Vice President, General Manager, Chief Engineer, Plant Manager, Project Engineer, and many others.

Write: Director of Admissions, General Motors Institute, 1700 W. Third Avenue, Flint, Michigan 48502.

General Motors

Chevrolet • Pontiac • Oldsmobile
Buick • Cadillac • Opel • Fisher Body
Frigidaire • GMC Truck & Coach

GM
MARK OF EXCELLENCE

Detroit Diesel • United Delco • AC
Spark Plug • Allison • Electro-Motive •
Earthmoving Equipment Division

NOTE: This advertising is being sponsored by General Motors in several youth publications. It is hoped that the subjects featured will serve to increase teenager interest in scientific studies and can be used, perhaps, to show how the things your students are learning are utilized in actual industrial activities. Reprints of this ad are available upon request. Simply write to General Motors, Advertising & Merchandising Section, P. O. Box 5446, Detroit, Michigan 48211.

Delegates Vote Dues Increase, Plan for Constitutional Convention

NEA 1969-70 Membership Goal Placed at 1.2 Million

Curriculum Study Shows Lag in Teaching English and History

Commissioner Predicts $100 Billion Annually for Schools by 1980

School Board Members Call for $1,200 per Pupil Minimum Cost

NEWS AND TRENDS

Delegates Vote Dues Increase, Plan for Constitutional Convention

Official delegates to the 48th NEA Representative Assembly voted in July to increase Association membership dues to $25 a year, starting in 1970-71. The delegates also approved the concept of an NEA constitutional convention and directed that a study committee report on such a session at least 30 days prior to the Convention next summer in San Francisco.

Delegates chose as president-elect Helen Bain, a Nashville classroom teacher twice elected to the NEA Executive Committee. Thelma F. Davis of Georgia and Eugene M. Karol of Maryland were elected by delegates as members of the Executive Committee. The NEA Board of Directors voted to rename Mabel M. McKelvey of New Hampshire to the Executive Committee.

More than 10,000 attended the 107th NEA Convention, presided over by George D. Fischer of Iowa. During the Convention, delegates directed President Fischer to send a telegram to President Nixon and HEW Secretary Finch, urging them not to delay deadlines for ending school desegregation.

Delegates approved continuing and current resolutions on a variety of topics. Resolutions will be included in the October issue of TODAY'S EDUCATION. A 32-page words-and-photos *NEA Convention Report* may be ordered from NEA Publication-Sales Section ($1 a copy, stock no. 381-11876, discounts on quantities: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Orders for $2 or less must be accompanied by payment).

NEA 1969-70 Membership Goal Placed at 1.2 Million

NEA's 1969-70 membership goal is 1.2 million, the Membership Development Section has announced. To strengthen efforts toward this goal by the United Teaching Profession, NEA Executive Secretary Sam M. Lambert has designated September as Membership Development Month. He is urging all local and state NEA affiliates to focus on membership in an organized campaign to bring all who are not enrolled into professional associations at all three levels. To implement Membership Development Month, Dr. Lambert has assigned a staff member to work cooperatively with each state association in developing and communicating plans.

Dr. Lambert pointed out that NEA dues remain at $15. The increase voted at the summer Convention does not go into effect until next year.

Curriculum Study Shows Lag in Teaching English and History

Science, math, and foreign languages are taught in ways that have changed significantly over the past 10 years. The teaching of English and history has changed too, but not as dramatically, according to a recent survey. Made by the Educational Testing Service and covering 26,000 college-bound students, the survey showed, however, that more changes have been made in high school curriculums in the past 10 years than in any previous decade.

Among other things, the survey showed that 1 in 5 college-bound students had never read a play by Shakespeare and that substantial percentages of students had had less than two weeks' instruction on such areas as Latin America, the Soviet Union, Asia, and North Africa.

The survey is reported in eight separate documents covering eight discipline areas.

Commissioner Predicts $100 Billion Annually for Schools by 1980

U.S. Commissioner of Education James E. Allen, Jr., suggested this summer that America might be spending $100 billion a year on its public schools by 1980. This would be twice the present amount, he said. Speaking at a meeting of the Education Commission of the States, Dr. Allen also foresaw the possibility that the federal share of the cost of elementary and secondary schooling might ultimately be tripled.

School Board Members Call for $1,200 per Pupil Minimum Cost

The National School Boards Association has called for an annual expenditure of at least $1,200 per pupil in the nation's schools, with half of this minimum coming from the federal government. Such a plan, NSBA said, would compensate for disparities in the need, the effort expended, and the resources of school districts throughout the nation. Further, it would provide each child a more equal opportunity for good public education, NSBA said.

School board delegates to NSBA's annual meeting also approved resolutions calling for school construction grants, for school funds keyed to low-rent public housing, for

USIA Shows Diversity of American Education to USSR
Nonwhites Still Lag in Years of Schooling, but Have Made Gains
Test of Computer Music Teaching Is Scheduled
Appalachia Preschoolers Learn Reading via Cartoons
VISTA Alumni Enter Helping Professions
Names in the News
NEA Reporter Gives Association News

money for long-range planning, and for a one-year advance appropriation of federal school aid.

USIA Shows Diversity of American Education to USSR

The diversity of American education is the theme of the United States Information Agency's 10th major exhibition in the Soviet Union. The exhibit, "Education USA," which emphasizes educational technology, is being shown in Leningrad, Kiev, Moscow, Novosibirsk, Tashkent, and Baku.

Nonwhites Still Lag in Years of Schooling, But Have Made Gains

Educational attainment of the U.S. population 25 years old and over increased between 1964 and 1968 and the difference between the educational attainment of the white and nonwhite population narrowed, according to a recent Bureau of Census report.

The report shows an increase in the median years of school completed from 11.7 years to 12.1 years for all persons 25 and over. The median for white persons increased only from 12.0 years to 12.1 years, but the median for nonwhite persons increased considerably—from 8.9 years to 9.5 years. In spite of this gain, the report notes the nonwhite figure was still 2.6 years below that for whites in 1968.

Test of Computer Music Teaching Is Scheduled

A research project in the public schools of Wichita, Kansas, this year will test the feasibility of using a computer to teach the fundamentals of music to third graders. The System Development Corporation of Falls Church, Virginia, will conduct the study under an ESEA contract. Aims of the study are two: (a) to evaluate the use of a computer-assisted program for teaching concepts about melody, rhythm, harmony, and creativity and (b) to lighten the effects of large class sizes and the insufficient number of qualified music teachers, while offering youngsters individualized instruction tailored to their needs and abilities.

Appalachia Preschoolers Learn Reading via Cartoons

Teaching reading through cartoons is being tried with preschoolers in West Virginia. The Appalachia Educational Laboratory taped 20 programs which they tried for the first time last month with almost 300 West Virginia preschoolers. The average child, according to the laboratory, can read at least 200 words at the end of his first year in elementary school. The Laboratory is testing the hypothesis that if a child is taught to read those 200 words before he enters elementary school, he may well be able to read as many as 1,000 words by the end of the first grade.

Materials supplementing the cartoon program will include songs, storybooks for parents to read to their children, and comic strips run in daily newspapers.

For background information see "Preschool Experiment in Appalachia," TODAY'S EDUCATION, December 1968.

VISTA Alumni Enter Helping Professions

About a third of all former Volunteers in Service to America go directly into the helping professions, many taking staff positions in local poverty programs, according to a recent survey of 15,000 VISTA alumni. Among the fields they are entering are: teaching in poverty areas, social case work, community organization, poverty law, health, housing, employment counseling, and community planning and development. They are also entering federal service, education, journalism, and medicine. An additional 38 percent are continuing their educations, mostly at the graduate school level.

VISTA is a U.S. Office of Economic Opportunity program.

Names in the News

Gov. Tom McCall of Oregon was elected chairman of the Education Commission of the States at the organization's annual meeting this summer in Denver. The post was previously held by Gov. Robert E. McNair of South Carolina.

John H. Fischer, president of Teachers College, Columbia University, has been elected chairman of the board of trustees of the Institute for Educational Development, a nonprofit research and development corporation.

Weldon P. Shofstall has been appointed superintendent of public instruction in Arizona until January 1970 to fill the unexpired term of Sarah Folson, who died in June.

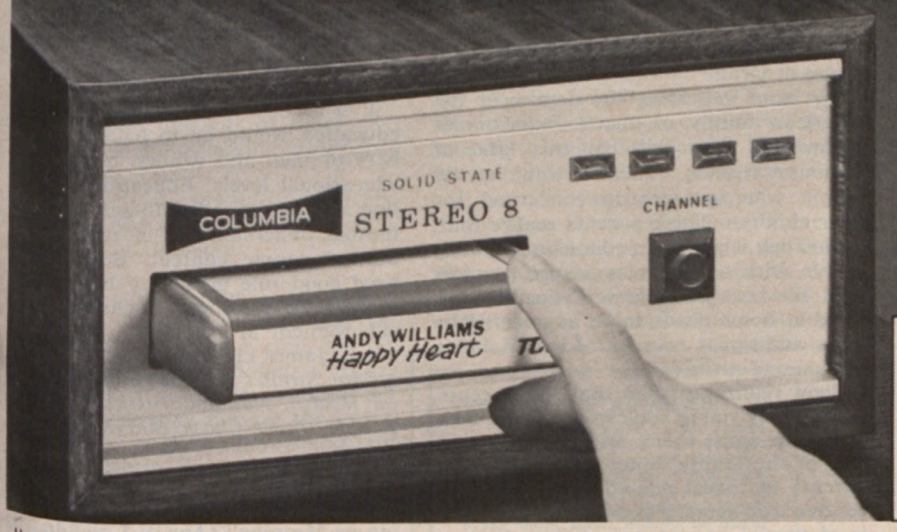
Cecil E. Stanley, who has been assistant commissioner of education in charge of vocational programs in Nebraska, is the state's new commissioner, replacing Floyd Miller.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

Now! Enjoy tape cartridges through your present stereo record system!

8-Track Tape Cartridge Player



OUR REGULAR PRICE $69.95

Yours for only $14.95 plus mailing and handling

when you join the Columbia Stereo Tape Cartridge Service by buying three cartridges now and agreeing to buy only six additional cartridges during the coming year, from the more than 600 to be offered

The richness of full stereo sound—with the convenience of 8-track cartridges!

- Plays through your home stereo record system . . . no special installation, plugs right into your amplifier or stereo phonograph
- Program Indicator . . . lights up each program when unit is in operation
- Push-Button Program Selector . . . changes from one program to another with the touch of your finger
- Completely automatic operation
- Rich walnut graining

Here's the most advanced, most convenient, most trouble-free way for you and your family to enjoy stereo music in your home—a way that frees you forever from records that scratch, warp and wear out . . . from reel-to-reel tapes that tangle and break. It's the famous, compact Columbia 8-Track TAPE CARTRIDGE PLAYER . . . now yours, in this extraordinary offer, at a truly fabulous bargain price!

With the Columbia 8-Track Player, you'll be able to enjoy full stereo fidelity, plus the effortless convenience of 8-track cartridges in your home! Cartridge tapes play continuously—switch automatically from track to track . . . and the Player provides superb stereophonic sound reproduction right through your present home stereo record system!

Our regular price for the Player is $69.95—yet now, as part of this special introductory offer, you may take the Player for only $14.95 when you join the new Columbia Stereo Tape Cartridge Service and buy three cartridges of your choice for only $6.98 each.

Your only obligation as a member is to purchase six additional cartridges during the coming year . . . music you'd probably buy anyway! As a member you will receive, every four weeks, a copy of the Service's buying guide. Each issue contains scores of different cartridges to choose from—the best-sellers from many different labels!

If you want only the regular selection of your musical interest, you need do nothing—it will be shipped to you automatically. Or you may order any of the other cartridges offered . . . or take no cartridge at all . . . just by returning the convenient selection card by the date specified. What's more, from time to time the Service will offer some special cartridges which you may reject by returning the special dated form provided . . . or accept by doing nothing.

Your Own Charge Account! Upon enrollment, we will open a charge account in your name. You pay for your cartridges only after you've received them. They will be mailed and billed to you at the regular Service price of $6.98 (Classical and special cartridges somewhat higher), plus a mailing and handling charge.

Free Cartridges! You'll get an additional cartridge of your choice FREE for every two cartridges you buy, once you've completed your enrollment agreement. That's like getting a 33⅓% discount on all the 8-track cartridges you want, for as long as you want! Fill in and mail the coupon today!

CHOOSE YOUR FIRST 3 CARTRIDGES NOW!

ATTENTION CREDIT CARD HOLDERS: If you prefer, you may charge your Player and cartridges to one of your credit cards. We honor six different plans. Simply check your preference and include your account number on the coupon below.

[If coupon has been removed, write to Box B for full details.]

COLUMBIA STEREO TAPE CARTRIDGE SERVICE Terre Haute, Indiana 47808

COLUMBIA STEREO TAPE CARTRIDGE SERVICE
Terre Haute, Indiana 47808

Please enroll me as a member, and send me the *Columbia 8-Track Cartridge Player* described here. I am enclosing my check or money order for $14.95. (Complete satisfaction is guaranteed or my money will be refunded in full.) Also send me these three cartridges, billing me $6.98 each, plus mailing and handling for the Player and cartridges. Fill in numbers:

293-5/4K

My main musical interest is (check one box only):
☐ Easy Listening ☐ Young Sound ☐ Country

As a member of the Service, my only obligation is to purchase as few as six additional cartridges during the coming year at the regular Service price under the terms outlined in this advertisement . . . and I may cancel my membership at any time thereafter. If I continue, I am to receive an 8-track cartridge of my choice FREE for every two additional selections I purchase.

Name..... (Please print) First Name Initial Last Name

Address.....

City..... State..... Zip.....

If you wish to charge the cost of the Player and your first three cartridges, plus mailing and handling, to your credit card, check one and fill in your account number below:

☐ Uni-Card ☐ BankAmericard
☐ Diners Club ☐ Master Charge
☐ American Express ☐ Midwest Bank Card

Account Number.....

Signature.....

293-6/5K

© 1969 CBS Direct Marketing Services SC-232/F69

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Year-Round School

I have just finished the article, "Extending the School Year," by William J. Ellena (May), in which the author states, "At present, compulsory all-year schooling is not known to be in operation anywhere in the country."

I think that Dr. Ellena and TODAY'S EDUCATION readers will be interested to learn that Park School, in Hayward, California, has been in operation as a compulsory, all-year school since last October.

Children at our school attend four 10-week quarters, with three-week vacations between quarters. During three of the quarter breaks the teachers have parent conferences and work days for the first week and are free for the remaining two. They are free for the whole three weeks of the break that comes at the beginning of summer.

—Beverley J. Townsley, *upper elementary teacher, Park School, Hayward, California.*

Sex Education

News stories about parents' opposition to sex education programs in the public schools give the impression that a majority of parents believe that sex education courses have no place in the curriculum. It is true that groups of parents do oppose these courses and that they tend to express their opposition vehemently. The fact of the matter is, however, that parents who approve the programs greatly outnumber the ones who do not.

In a scientific survey that took place a few years ago, for example, 90 percent of a group of citizens interested in school affairs, interviewed in the privacy of their homes, said that they favored a sex education program.

Far from indicating the demise of the American family or the relinquishment of parental responsibility, this kind of response reflects realistic thinking by people who are greatly concerned for their children. These parents realize that, in this day when the media assault young people with a relentless sexual barrage, even the best possible sex education offered at home needs to be augmented by some additional sources of sound information and attitudes.

They realize further that adolescents, particularly young adolescents, often communicate more easily with persons outside of the family. Since it is unwise for parents to thrust sex education at unreceptive teen-agers, a good school program is of special importance at this stage.

A good sex education program which helps teachers to deal directly and constructively with questions that are all too often dodged or ignored makes school more relevant to students. Such a program also enhances the confidence of teachers in dealing with emotionally charged and value-laden issues of all kinds.

Many teachers are already skilled and mature enough to deal with sex education. Most, however, will benefit from an in-service education program of some kind, and the quantity and quality of such programs is increasing every year.

Some teachers may be unsuited for sex education, not by virtue of marital status, but because they cannot empathize with diverse student viewpoints; or, confusing honesty and openness with self-disclosure, they fail to respect privacy; or they moralize instead of teaching something about ethics.

If I were to guide a principal on choosing a teacher for sex education, I would suggest the following:

1. Ask the students. They probably know best who can handle it, and he may not be the P. E., or biology, or home economics teacher. Indeed, for the issues raised by young people, the teacher of literature, social studies, or history may be the best equipped by training and temperament.

2. Beware of the overeager volunteer. I would lean toward a highly respected and competent person who is appropriately humble but interested in the challenge.

3. The best means of providing sex education would be to balance the numbers of men and women teachers at all educational levels. Education for masculine and feminine fulfillment in life—and mutual understanding of roles—goes far beyond course content. Boys and girls need good role models of both sexes for healthy development, including optimal achievement in school.

—E. James Lieberman, M.D., *chief, Center for Studies of Child and Family Mental Health, National Institute of Mental Health, Chevy Chase, Maryland.*

Beginning Reading

Hurrah for Dr. Hunt's article, "Decoding or Meaning" (April). I couldn't agree more with most of the statements. In my opinion, based on 43 years of teaching reading (the last 10 in the lower grades, mostly the first), it is the teacher's procedure that makes the difference.

—Laura Edwards Russ, *retired teacher, Glasser, New Jersey.*

I am fed to the eyeballs with opinions on how to teach beginning reading, such as those Lyman C. Hunt, Jr. expresses in "Decoding or Meaning." Dr. Hunt, according to the fine print, has taught third and fourth grades, which is certainly *not* beginning reading.

Is Dr. Hunt qualified from experience to speak on this subject? Educators are constantly complaining of laymen who tell them how to conduct their business. It's time the educators, themselves, began to look at the facts before they express opinions outside of their immediate experience.

[*Many teachers may believe that Dr. Hunt's position as director of the Reading Center, University of Vermont, Burlington, makes him eminently qualified to express his opinions on how to teach beginning reading.—The editors.*]

The research is overwhelmingly in favor of a decoding emphasis in *beginning* reading. Few will argue that efficient early decoders shortly turn into efficient sight readers, providing they are supplied with a variety of reading materials. The opposite is not true. Without decoding skills, early sight readers are completely dependent upon the teacher.

Average four- and five-year-olds, with their strong natural drive to symbolize, as evidenced in their spontaneous drawing, can quickly learn decoding skills through classroom games. When they enter first grade, they are ready to read to learn, with emphasis on meaning, and not waste time on learning to read.

Auditory discrimination is at its peak in early childhood, when children all over

COMING

NEXT MONTH

A lengthy symposium on black education is accompanied by striking historical illustrations.

A "Searching Mind" article describes many of the fascinating ways in which animals and insects communicate with one another.

The man who started it all tells about Portland, Oregon's, unique pupil-to-pupil tutoring program.

A college director of information services states the case for ombudsmen in higher education.

the world effortlessly learn their native language. Postponing decoding, the bridge between sound and sight, until this peak of neurological readiness has passed (about age five and a half) is imposing an unnecessary handicap.

All my kindergarten children, regardless of IQ or economic background, read, some up to middle second grade level on the Stanford Achievement Test. Decoding may be dull and difficult for older children, but it is a fascinating experience for the younger ones.

—Donna Connell, *specialist in beginning reading, Napa Valley Unified School District, Napa, California.*

In their discussion of beginning reading, both Dr. Chall (February) and Dr. Hunt (April) miss what I consider the essential of beginning reading: auditory discrimination. If a beginner does not *hear* a sound, he may not *see* the letter. What he learns is much more important than how he learns it.

What a beginner needs to learn is clues by which he can voice written symbols. *How* he learns them is by the teacher's methods, which may vary from day to day, and differ from child to child and from teacher to teacher.

—Hazel L. Blomquist, *remedial reading teacher, Franklin Junior High School, Minneapolis.*

Free Exercise Thereof

According to an item in the "News and Trends" section for May, based on a recent *New York Times* report, "Revival or continuation of classroom devotions, including Bible reading and recitation of the Lord's Prayer, is taking place in countless communities where the *mandate* handed down by the U. S. Supreme Court in 1963 has simply been *ignored* . . . . *Parents* in some areas have *demanded* the restoration of devotions in the schools. . . ." Because of these parental demands, the item continues, "school boards in some areas have decided by formal resolution to *defy* the Court ruling. . . . " (all italics mine).

The item is an example of a far too common misinterpretation of the Constitutional provision or even the U. S. Supreme Court's decisions relative to the application of that provision. In formulating the Constitution, our forefathers did not prohibit anything, except imposed injustice. They did not establish immutable law; they proposed a principle, a balance scale, by which each case must be weighed out to a just balance. "Congress shall make no law respecting an establishment of religion, or prohibiting the fair exercise thereof." The *or* is the fulcrum of this scale.

In nearly every decision made on this issue, the U. S. Supreme Court has reiterated the position that the Constitution is not against religion in the public schools per se; it is against the imposition of any religion or religious exercise on a captive audience or individual.

Perhaps a school board in an area

(*Continued on page* 16)

CHANGE OF ADDRESS:
If you're moving this year, please fill in your name and new address below, attach your current magazine address label, and send this form to us five weeks before changing your address. *(Also include your address label when writing us about your membership.)*

ATTACH MAILING LABEL HERE

MAIL TO: Division of Records, NEA / 1201 16th Street, N.W. / Washington, D.C. 20036

NAME_____

NEW ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

Leave it to Hilton to do something nice for teachers.

Special rates for teachers? Terrific.

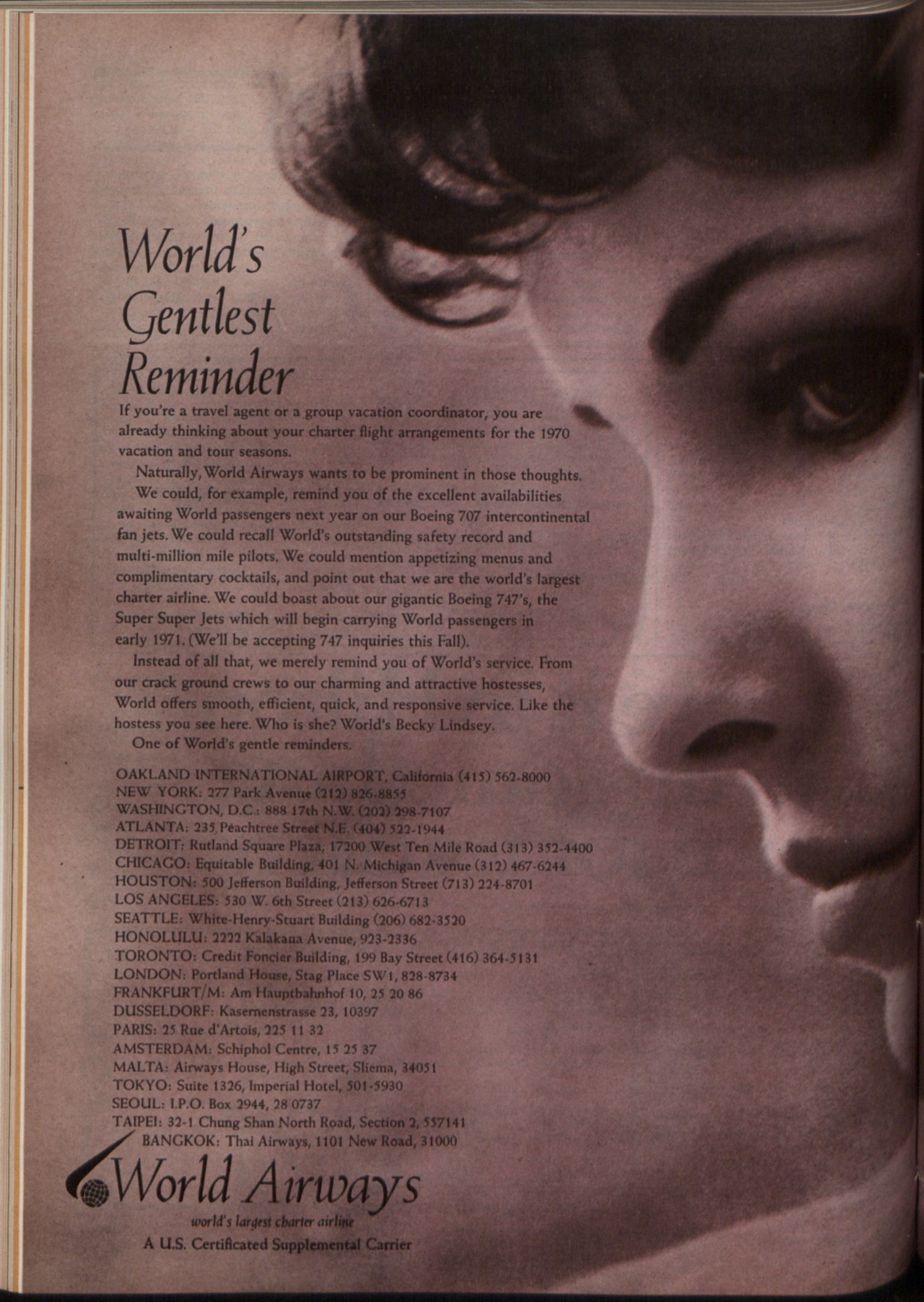
Hilton Hotels Corp., National Sales Office, Palmer House, Chicago, Illinois 60690

Please send me ☐ the Faculty Rate Brochure that tells me the whole story. While you're at it, send along ☐ an application for a Hilton Credit Identification Card, and ☐ Information on the Family Plan.

NAME:_____

STREET ADDRESS:_____

CITY:_____ STATE:_____ ZIP:_____



World's Gentlest Reminder

If you're a travel agent or a group vacation coordinator, you are already thinking about your charter flight arrangements for the 1970 vacation and tour seasons.

Naturally, World Airways wants to be prominent in those thoughts.

We could, for example, remind you of the excellent availabilities awaiting World passengers next year on our Boeing 707 intercontinental fan jets. We could recall World's outstanding safety record and multi-million mile pilots. We could mention appetizing menus and complimentary cocktails, and point out that we are the world's largest charter airline. We could boast about our gigantic Boeing 747's, the Super Super Jets which will begin carrying World passengers in early 1971. (We'll be accepting 747 inquiries this Fall).

Instead of all that, we merely remind you of World's service. From our crack ground crews to our charming and attractive hostesses, World offers smooth, efficient, quick, and responsive service. Like the hostess you see here. Who is she? World's Becky Lindsey.

One of World's gentle reminders.

OAKLAND INTERNATIONAL AIRPORT, California (415) 562-8000
NEW YORK: 277 Park Avenue (212) 826-8855
WASHINGTON, D.C.: 888 17th N.W. (202) 298-7107
ATLANTA: 235 Peachtree Street N.E. (404) 522-1944
DETROIT: Rutland Square Plaza, 17200 West Ten Mile Road (313) 352-4400
CHICAGO: Equitable Building, 401 N. Michigan Avenue (312) 467-6244
HOUSTON: 500 Jefferson Building, Jefferson Street (713) 224-8701
LOS ANGELES: 530 W. 6th Street (213) 626-6713
SEATTLE: White-Henry-Stuart Building (206) 682-3520
HONOLULU: 2222 Kalakaua Avenue, 923-2336
TORONTO: Credit Foncier Building, 199 Bay Street (416) 364-5131
LONDON: Portland House, Stag Place SW1, 828-8734
FRANKFURT/M: Am Hauptbahnhof 10, 25 20 86
DUSSELDORF: Kasernenstrasse 23, 10397
PARIS: 25 Rue d'Artois, 225 11 32
AMSTERDAM: Schiphol Centre, 15 25 37
MALTA: Airways House, High Street, Sliema, 34051
TOKYO: Suite 1326, Imperial Hotel, 501-5930
SEOUL: I.P.O. Box 2944, 28 0737
TAIPEI: 32-1 Chung Shan North Road, Section 2, 557141
BANGKOK: Thai Airways, 1101 New Road, 31000

World Airways

world's largest charter airline

A U.S. Certificated Supplemental Carrier

GRACIELA:

Frightened. Homeless. And virtually hopeless. Her family lost everything in a Chilean earthquake disaster. She lives in Santiago in a small wooden shack with a dirt floor. There are three beds for a family of seven, but only one mattress and insufficient covering.

TB germs lurk in the dust of summer and sticky mud of winter. Insufficient diet threatens to bloat her body and stunt her development.

Graciela is one of the thousands of children existing in sub-human conditions throughout the world. Their future might be radically changed if only a little hope could be introduced into their lives.

Only you can provide this hope.

By sponsoring a child through the CI "Adoption" Plan, you'll be part of a personal giving program which aids thousands of children around the world.

It's an easy way to help save one small life. Which isn't any small thing.

For more information use the coupon below and write direct to Dr. J. Calvitt Clarke or Mrs. Jeanne Clarke Wood.

CHILDREN, INCORPORATED

Box 5381, Dept. TE-9, Richmond, Virginia 23220

I wish to adopt a boy ☐ girl ☐ in _____ (name of country)

I will pay $12 a month ($144.00 a year). Enclosed is my gift for ☐ a full year ☐ the first month. Please send me the child's name, story, address, and picture. I understand that I can correspond with my child, and continue the "adoption" longer than one year if I wish. Also, I may discontinue the "adoption" at any time.

☐ I cannot "adopt" a child, but want to help $_____

☐ Or, I will pledge $_____ per month.

☐ Please send me further information.

If for a group, please specify _____ Church, Class, Club, School, Business, Etc.

Name _____

Address _____

City _____ State _____ Zip _____

Gifts are tax deductible

COUNTRIES

Bolivia
Chile
Guatemala
Honduras
Hong Kong
India
Iran
Japan
Korea
Lebanon
Mexico
Nigeria
Paraguay
Peru
Syria
Thailand
U.S.A. Appalachian children or American Indians or Greatest Need

PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or national groups affiliated with it. Additional meetings will be listed in the December issue of TODAY'S EDUCATION.

Sept. 19-20—Higher education conference, Minnesota Education Assn. and Natl. Faculty Assn. of Community and Junior Colleges, Minneapolis.

Natl. and regional conferences, American Assn. of Elementary-Kindergarten-Nursery Educators: **Sept. 26-27**—Southeast regional study/action conference, Murray, KY. **Apr. 22-25**—Joint curriculum conference with Assn. for Supervision and Curriculum Development, St. Louis. **Aug. 5-7**—National study/action conference, Washington, DC.

Natl. and regional conferences, Natl. Science Teachers Assn.: **Oct. 2-4**—(North Central) Sioux Falls, SD. **Oct. 9-11**—(Rocky Mountain) Salt Lake City. **Oct. 16-18**—(Northwest) Seattle. **Oct. 23-25**—(Great Lakes) Buffalo. **Oct. 30-Nov. 1**—(Mid-west) St. Louis. **Oct. 30-Nov. 1**—(Southwest) Los Angeles. **Nov. 6-8**—(Southeast) Chattanooga. **Nov. 13-15**—(New England) Providence, RI. **Dec. 4-6**—(Gulf Coast) Biloxi, MS. **Mar. 13-17**—18th annual convention, Cincinnati. **May 7-9**—(Eastern) Atlantic City.

Oct. 5-8—Natl. conference on rural education, Department of Rural Education and American Assn. of School Administrators, Cincinnati.

Regional conferences, Assn. of Classroom Teachers: **Nov. 6-8**—(Southeast) Charleston, SC. **Feb. 4-7**—(South Central) St. Louis. **Mar. 11-14**—(Southwest) Reno. **Apr. 2-4**—(Northeast) Saddle Brook, NJ. **Apr. 9-11**—(Northwest) Cheyenne, WY. **Apr. 16-18**—(North Central) Dayton, OH.

Natl. conferences and institutes, Assn. for Supervision and Curriculum Development: **Nov. 12-14**—Western research institute, ASCD Research Council, Dallas. **Mar. 14-18**—ASCD annual conference, San Francisco. **Apr. 22-25**—Elementary Education Conference, ASCD Elementary Council, St. Louis. **Apr. 29-May 1**—Eastern Research Institute, Philadelphia.

Natl. clinics and conferences, Assn. for Student Teaching: **Nov. 19-21**—Clinic on instructional simulation. AST, Ohio AST, and Ohio State University, Columbus. **Feb. 25-28**—Annual conference of AST, 50th anniversary meeting, Chicago. **Apr. 8-10**—Clinic on teacher education centers. AST, MD-DC AST, and University of Maryland, College Park, MD. **Aug. 16-20**—25th annual summer workshop, La Grande, OR.

Political Action Clinics, NEA Citizenship Committee: **Nov. 21-22**—Salt Lake City. **Jan. 9-11**—Harrisburg, PA. **Feb. 6-8**—San Francisco. **Feb. 20-22**—Des Moines, IA. **May 20-22**—Chicago. **May 1-3**—Hot Springs, AR.

Nov. 24-29—49th annual meeting, Natl. Council for the Social Studies, Houston.

Meetings, Natl. Business Education Assn.: **Nov. 27-29**—(Southern) Richmond, VA. **Nov. 27-29**—(Eastern) Pittsburgh. **Dec. 28-30**—(North Central) Cleveland. **Feb. 26-Mar. 1**—NBEA Divisions, Chicago. **Mar.**—(Western) Seattle. (Dates to be announced.) **June**—(Mountain-Plains) Oklahoma City. (Dates to be announced.)

Regional and natl. conferences, Natl. Commission on Teacher Education and Professional Standards: **Dec. 4-5**—Atlanta. **Dec. 8-9**—Washington, DC. **Jan. 7-8**—Boston. **Jan. 9-10**—Minneapolis. **Jan. 12-13**—Cleveland. **Jan. 16-17**—New Orleans. **Jan. 23-24**—San Francisco. **Jan. 26-27**—Denver. **Feb.**—Puerto Rico. (Dates to be announced.) **June 24-26**—NASDTEC annual meeting, San Francisco area. **June 24-26**—State TEPS chairmen and consultants summer meeting, San Francisco area. **June 25-30**—Student NEA summer conference, San Francisco area.

Conference and convention, Council for Exceptional Children: **Dec. 10-13**—Special Conference on Early Childhood Education, New Orleans. **Apr. 19-25**—48th annual intl. convention, Chicago.

Feb. 14-16—Annual meeting, Natl. Council of Administrative Women in Education, Atlantic City.

Feb. 14-18—Annual natl. convention, American Assn. of School Administrators, Atlantic City.

Natl. and district conventions, American Assn. for Health, Physical Education, and Recreation: **Feb. 26-Mar. 1**—(Southern) Columbia, SC. **Mar. 12-14**—(Mid-west) Chicago. **Mar. 20-23**—(Eastern) New York. **Apr. 3-7**—85th anniversary AAHPER convention with Northwest district convention, Seattle. **Apr. 16-18**—(Central) Cheyenne, WY. **June 14-18**—(Southwest) Lihue, Kauai, Hawaii.

Mar. 1-4—25th natl. conference on higher education, American Assn. for Higher Education, Chicago.

Mar. 6-10—Natl. convention, Music Educators National Conference, Chicago.

Regional conferences, Natl. Art Education Assn.: **Mar. 10-14**—(Eastern) Philadelphia. **Mar. 22-26**—(Western) Milwaukee. **Apr. 15-17**—(Southeastern) Richmond, VA. **Apr. 26-30**—(Pacific) Portland, OR.

Apr. 7-11—Natl. convention, American Industrial Arts Assn., Louisville, KY.

Apr. 9-12—Annual convention, Natl. Assn. of Women Deans and Counselors, Los Angeles.

Apr. 18-22—Annual meeting, NEA Department of Elementary School Principals, Philadelphia.

Apr. 27-May 1—Annual convention, Department of Audiovisual Instruction, Detroit.

June 29 (tentative)—Annual meeting, Department of School Nurses, San Francisco.

July 1-6—NEA Convention, San Francisco.

The Creative Teacher

A DILEMMA . . .

As a successful classroom teacher, we know that you are continually on the "lookout" for a good idea being used by another teacher. But since you will probably never meet, how can you be expected to be aware of a "good idea" being used by a fellow teacher in Eugene, Oregon; Macon, Georgia; Portland, Maine; or Lubbock, Texas? It's a shame, too, because many of these ideas could be used profitably in your classroom during the coming school year.

A SOLUTION . . .

In an attempt to solve this problem, **E.A.S., Inc.** has developed a professional publication that will allow teachers throughout the country to exchange their "good ideas". **THE CREATIVE TEACHER**, a monthly publication, will be available to both elementary and secondary teachers this September. Each of the nine issues will contain outstanding ideas collected from teachers throughout the United States. No commercial advertising . . . No editorials . . . No lengthy articles . . . Only concisely written descriptions of ideas that have been tried and proven by outstanding teachers like yourself.

YOUR IDEAS . . .

We would like to publish one or more of your ideas in **THE CREATIVE TEACHER**. Would you take a few minutes to send us a one-page typewritten description of a teaching technique or idea with which you have had success? By doing this, you will give us an opportunity to recognize you and your school system and at the same time pass on information that will be valuable to many thousands of your fellow teachers. Mail your ideas to **THE CREATIVE TEACHER**, P.O. Box 286, Beloit, Kansas 67420. Thank you!

TODAY . . .

To subscribe to **THE CREATIVE TEACHER** for the 1969-70 school year, merely complete the form below . . . clip and send it today. No money please . . . you will be billed after you have received your first issue. For those teachers subscribing before October 15th, a subscription rate of only $3.50 will be charged. After October 15th, the subscription rate will be $4.00. Order today! Have your September issue of **THE CREATIVE TEACHER** available for use immediately. A $3.50 investment could bring you excellent returns during the coming school year!

Send me 9 months of

The Creative Teacher

and bill me for $3.50

THE CREATIVE TEACHER
E. A. S., INC.
P. O. BOX 286
BELOIT, KANSAS 67420

NAME - PLEASE PRINT

STREET ADDRESS

CITY | STATE | ZIP

CHECK ONE

☐ ELEMENTARY EDITION ☐ SECONDARY EDITION ☐ BOTH EDITIONS $6.00

NOTE: The above subscription will begin with the September, 1969, issue and end with the May, 1970, issue. This rate effective until October 15, 1969.

Our man in Southeast Asia is a seventh grader.

He's part of an interesting teaching project being conducted by Karen Langton, seventh grade teacher at the Ida Price Intermediate School in San Jose, California.

"All my students are foreign correspondents"

"I wanted to have my students become more personally involved with the news around the world. So, this semester, I decided that each student would cover an area of the globe. He'd have to read the papers, magazines and watch TV news to keep current on what's happening in his location. Then he'd have to come up with a report and analysis.

Mrs. Langton Ida Price School
San Jose, California

"Our own newsweekly"

"Having students report on areas of the world is a nice idea, but it's not really different from previous assignments. So we decided to *publish* their reports! I told the students that their news stories would be compiled into a magazine called WORLD. And did *that* get them interested!

"Reporters make wonderful students"

"When they realized their work would be 'published', the students became enthusiastic about their assignments. Some stayed late to help me type their reports on masters, which I then ran off on our duplicator. We put the 9 or 10 duplicated sheets together, and *voilà* we had a magazine.

"WORLD really worked"

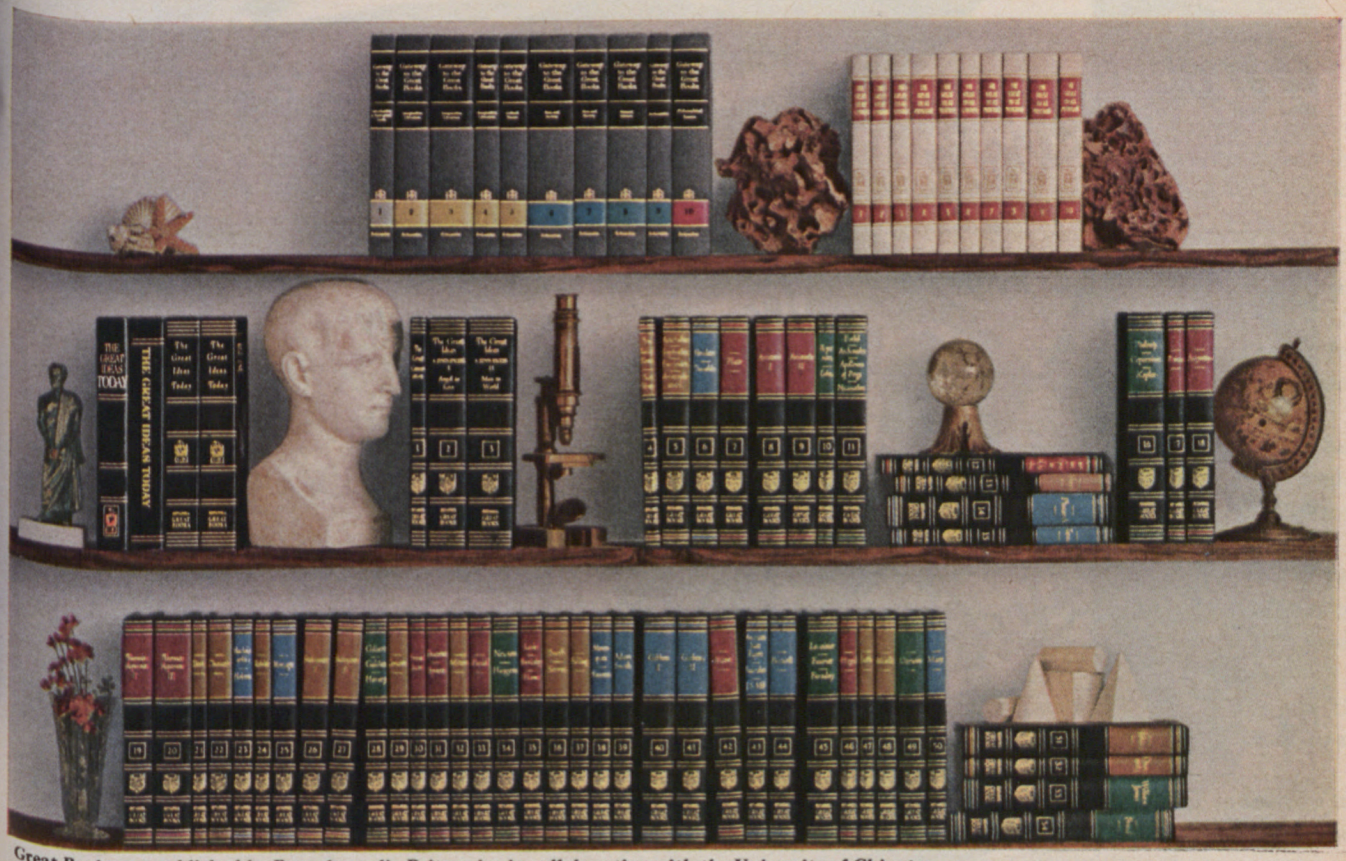
"It turned out that analyzing current events is a lot easier to do with a room full of foreign correspondents (even if they're in the seventh grade) than it was with an uninvolved group of students. My WORLD reporters worked hard to contribute by-lined news reports they could be proud to see in print. And that helped them study and absorb current events."

If you would like to receive a copy of the students' WORLD magazine, please write to A. B. Dick Company 5700 W. Touhy Avenue, Chicago, Ill. 60648

A·B·DICK.®

A duplicator is not a machine. It's a creative teaching resource.

For people who are not ashamed of having brains.



Great Books are published by Encyclopaedia Britannica in collaboration with the University of Chicago.

Here is the most superb home library ever assembled—Great Books

It may not be popular to admit it, but all people *aren't* created equal. And the longer they live (and learn), the less equal they get.

You were probably born with a bigger share of intelligence than most of your fellow men . . . and taught how to use it. And you appreciate the difference. You aren't ashamed of having brains. You enjoy using them.

That's why Great Books belong in your home. These are the writings of Plato, Homer, Cervantes, Tolstoy, Freud, Rabelais, Shakespeare, and many more. They contain just about every important thought of Western Man for the past 3,000 years! A set of 54 beautifully bound volumes containing 443 masterpieces by 74 of history's greatest geniuses.

The $1,000,000 Syntopicon

Included with Great Books (and available only with Great Books) is a unique reference work called the Syntopicon. An amazing index that required 8 years and cost more than $1,000,000 just to write.

Unlike a dictionary that indexes words, or an encyclopaedia which indexes facts, the Syntopicon indexes ideas—every one of the thousands of topics and subtopics within the Great Books.

In minutes, the Syntopicon enables you to look up any idea in the Great Books and find what each of the great thinkers thought about it.

Also available with Great Books are the handsome 10-volume reading plans. And you may also get a remarkable 10-volume set called Gateway to the Great Books.

Certainly, the Great Books belong in the home of every thinking person. May we suggest that you send for more facts today?

Send for this FREE Booklet

To learn more, just fill out and mail the attached card to Great Books, 425 N. Michigan Ave., Dept. 401-M, Chicago, Illinois 60611. You will receive a full-color, 16-page booklet describing Great Books in detail.

There is no cost or obligation.

GREAT BOOKS

Weather forecast for America and vicinity: Hot and humid followed by sparkling, refreshing ice-cold Coca-Cola. To continue the cooling trend, keep plenty of Coke in the refrigerator. Summer goes better with Coke.

"COCA-COLA" AND "COKE" ARE REGISTERED TRADE-MARKS WHICH IDENTIFY ONLY THE PRODUCT OF THE COCA-COLA COMPANY

The concepts are difficult to put across, even harder to grasp.

A few pertinent slides could help solve the problem, but none are available.

What can you do?

Used to be, making your own teaching slides was too much trouble. Today, it's actually as simple as pushing one button. That's how easy it is to shoot your own close-up color slides or prints with our new KODAK EKTAGRAPHIC Visualmaker. It's so simple, so quick, your pupils can do it.

The Visualmaker is a KODAK INSTAMATIC® Camera on a special copying stand. Just put what you want copied below the camera. Press the button. You've made your slide. No fussing with focus, exposure, lighting. It's that fast, that easy to produce slides custom-tailored to your teaching needs.

You can copy almost anything you need to help you teach. Charts, maps, drawings. Formulas. Equations. Tear sheets. Photographs. Small three-dimensional objects, too.

The Visualmaker turns them all into beautiful full-color shots the whole class can see, and you can use your slides again and again—for review, for next year's class.

Off the copying stand you can use the INSTAMATIC Camera on field trips or to record any class activity.

Ask your AV coordinator to let you use the KODAK EKTAGRAPHIC Visualmaker. If one isn't available, ask him to order it.

And for more information, just mail the coupon.

EASTMAN KODAK COMPANY
Department 640-T, Rochester, N.Y. 14650

9-5

Please send me more ideas on teaching with color slides.

NAME .....

SCHOOL .....

ADDRESS .....

CITY .....

STATE ..... ZIP .....

Kodak

Cutting and mailing this coupon is the hardest step in raising from $50 to $500 or more.

Please send me information and FREE SAMPLES.

NAME

ADDRESS

CITY STATE ZIP

CLUB NAME

CHAIRMAN

Stroehmann Bros. Co., Dept. 604, P.O. Box 1145, Williamsport, Pa. 17701

The easy part is selling Stroehmann Old Fashioned Sliced Fruit Cake from Pennsylvania Dutch Country.

Golden slices of pineapple, crisp pecans, selected ripe cherries and tasty raisins are blended into Stroehmann's own untold and privately withheld Pennsylvania Dutch recipe. It's a succulent fruit cake and a fruitful fund raiser. Your group can make from $1.50 to $2.00 profit on every box sold. Let us tell you how. Write today for full information and free samples.

TYPE A
Two 2 lb. cakes per box, individually wrapped.
Pay $3.20 per 4 lb. box.
Sell each 2 lb. cake for $2.60.
PROFIT $2.00 per box.
Stroehmann
OLD FASHIONED
FRUIT CAKE
ideal gift for family and friends
TYPE B
Three 1 lb. cakes per box, individually wrapped.
Pay $2.40 per 3 lb. box. Sell each 1 lb. cake for $1.30.
PROFIT $1.50 per box.

ZIP CODE 20036

(Continued from page 7)

where parents *demand* religious devotions in a classroom might be acting unconstitutionally if they denied that request; they might be "prohibiting the free exercise thereof."

—Charles Crouch, *coordinator, religious affairs, Arizona State University, Tempe.*

Woodshed Blues

I wish that Howard Domnick's excellent article, "What This Generation Needs Is a Rousing Chorus of the Woodshed Blues" (April), could be made required reading for students and teachers alike across the length and breadth of our country.

—John N. Johns, *junior high school language teacher, West Orange, New Jersey.*

Oh hum—another exaltation of the "good old days." If more educators were compassionate and flexible enough to try to help young people deal with the realities of the present instead of spending valuable time extolling the merits of the past, as Mr. Domnick does, their efforts would be more vital.

—Marsha Clink, *fifth grade teacher, Richboro (Pennsylvania) School.*

Small World

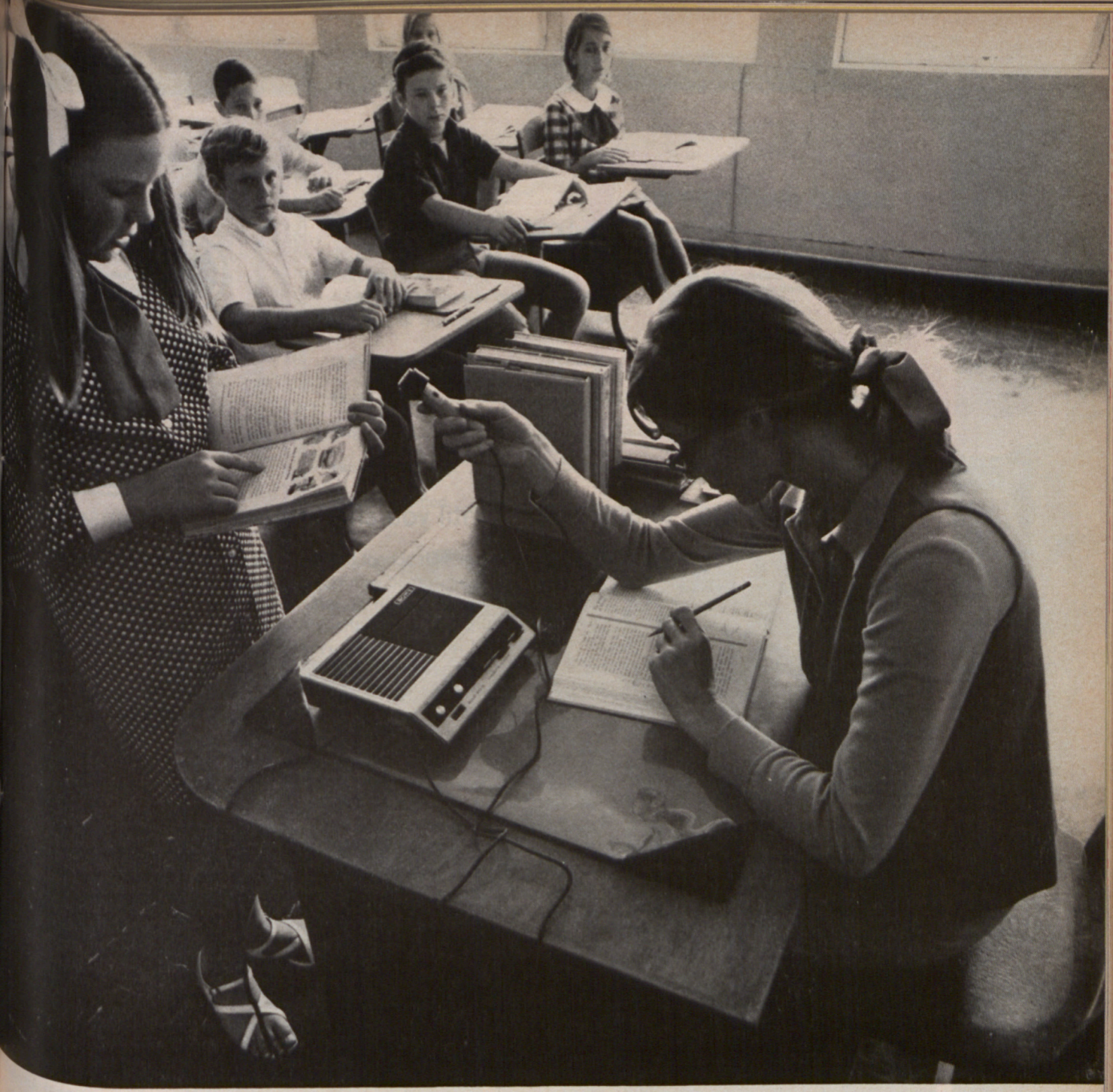
The NEA Committee on International Relations believes readers of TODAY'S EDUCATION will be interested in the following:

The Co-ordinating Secretariat for Anglo-American School Exchange has recently been created to assist in arranging exchanges of high school students and teachers between school districts in Britain and in the United States. The Secretariat's address is 231 Tottenham Court Road, London, W1, England.

InterGrad, an international club for recent college graduates in England, is attempting to compile a hospitality directory of people in England and North America who would be willing to exchange home hospitality. *InterGrad* is especially interested in including young teachers in the directory. Its offices are at 157 Victoria Street, London, SW 1, England.

—Richard D. Childs, *special assistant, NEA Committee on International Relations.*

TODAY'S EDUCATION *editors invite readers to submit brief statements on controversial issues for possible use in the continuing feature, "You May Not Agree, but . . ."*
(See page 86.)



Back talk

One "review" button on the new Sony/Superscope Model 70 Cassette-Corder® performs the function of three conventional tape controls—stop, rewind, and playback. So if you're listening to recorded material and would like a passage repeated, just press the button. Instantly, the Model 70 reverses, and when you release the button, your tape immediately re-engages into the "playback" mode. That's back talk!

The new Model 70 also features Sonymatic recording control which automatically adjusts the proper recording level without your ever touching a dial. And Sony's exclusive end-of-tape alarm tells you when you've reached the end of each cassette side during recording. Lightweight and compact, the Model 70 works on batteries or plug-in power. So you can carry it anywhere, play it anywhere. In or out of the classroom. And the pop-in/pop-out loading is so simple, even your youngest pupil can operate it.

The new Sony Model 70 comes complete with remote stop/start cardioid dynamic microphone, a built-in recharging circuit for optional lifetime rechargeable batteries, personal earphone, and carrying case—all for only $69.50. Also, be sure to quiz your dealer about the other new Sony Cassette-Corders®. The Models 80, 110, and 120. All feature Sony's fantastic built-in electret condenser microphone—so sensitive it picks up voices from across a room.

You'll concur, the advantages of Sony/Superscope tape recorders are more than academic.

SONY SUPERSCOPE®

You never heard it so good.

©1969. Superscope, Inc., 8134 Vineland Ave., Sun Valley, Calif. 91352. Model 70 illustrated above priced at $69.50. Send for free catalog.

High School Teachers only...

WANT TO GO ABROAD NEXT SUMMER?

Don't say "yes" to anybody . . . until you check these FSL Counselor Fac

A great way for a high school teacher to enjoy a summer abroad with pay is to become a counselor on an overseas study campus. Consider the possibility. It could mean 6 weeks overseas for you, traveling, learning, *experiencing* the wonders of the world. As a counselor, you would help form a group of students and supervise their out-of-class activities during the stay abroad. It is a pleasant and rewarding opportunity. But before you say "Yes" to such an offer from *anybody*, we invite you to consider these facts about the Foreign Study League's counselor program.

Fact: FSL is No. 1. It's the oldest, largest, most highly respected international travel-study institution in the world. And its counselors share in all the advantages of going with No. 1.

Fact: FSL offers the widest choice of programs at 72 select campuses throughout Europe, the Middle East, Africa and Japan. Exciting places like Paris, Rome, Antibes on the Riviera, London, Berlin, Moscow, Athens, Leysin (in the Swiss Alps), Accra, Tokyo. Where the action is. Where the fun is. And there's even a "floating campus" which plies the Aegean Sea! Programs range from foreign language workshops in the native tongue, through relevant liberal arts courses taught in English, including popular programs in art, drama and music. Special optional classes for counselors are available on every campus.

Fact: FSL pays its counselors up to *double* that paid by other organizations. You could receive as much as $700 cash, in addition to a free trip!

Fact: FSL grants a substantial count to a spouse or child acc panying a counselor, making "fam ventures possible.

Fact: FSL cares about the com of its counselors. This is where go with No. 1 really counts. Travel campus accommodations are rate. Special activities, too, and optional opportunity for post gradu study. Plus *free time* for your o kind of enjoyment. These are thi counselors appreciate most.

Fact: FSL keeps counselor grou pleasantly small—from 8 to 15 s dents. No problem of "mass c munications" here, as with m understaffed organizations. You your students quickly become a cl knit unit.

Fact: FSL provides complete insurance coverage to counselors.

Fact: FSL's counselors travel abo the finest carriers available: W Airways, Trans International Airw (both with perfect safety records), the ocean liner s.s. *Ryndam* of Holland-America Lines.

Fact: FSL counselors are given ha somely-styled official League blaz

Fact: FSL enjoys unmatched fi stability as a member of the $ billion Transamerica corporate fam You won't be left stranded in Le grad or Ile Ife if you go with No. 1

Send today for the 1970 Bul and Teacher's Supplement describ in detail the League's many progra and explaining how *you* likely can q ify to share in a rewarding adventu overseas as a counselor next summ

Foreign Study League™

State Street at 33rd South
Salt Lake City, Utah 84115

An Educational Service of
Transamerica Corporation

Please send me the League's free 1970 Bulletin and complete information on how I may qualify to become a counselor on an overseas campus of my choice next summer.

☐ Mr. ☐ Mrs. ☐ Miss _____

Home Address _____

City _____ State _____ Zip _____

Home phone _____ School _____

Present position _____

CREATIVE AND RESOURCEFUL TEACHERS CAN BRING BACK MANY SIMPLE BUT INTRIGUING

CLASS ROOM TIPS FROM TRIPS

RUTH CRONKITE MOSCRIP, *on leave from her position as kindergarten teacher, Escondido School, Stanford, California.*

Verbose—volatile—volcanic. The three V's were the words for the kindergarten class I faced last fall when I returned from a European study tour. Made up of a racial mixture that made the group sound like the perfect representation of the American melting pot, it was, in fact, more like a boiling pot. After about four months, though, it simmered down and became an unusually competent group, one I could relax and have fun with. The children grew to enjoy working together as friends.

It's hard to pinpoint what brought about the change. Group and individual discussions helped; so did parent conferences. At least part of the credit, I am sure, must go to my European tour, for as I stretched my mind and imagination to adapt to my California classroom the ideas I had picked up in classrooms abroad, not only did some of my teaching methods change, but a subtle change took place in my attitude toward the children.

I believe that the ideas I borrowed, although they involved techniques for kindergarten level, had in common an educational philosophy that would work as well with a class of high school seniors as it did with my kindergartners. For this reason, I'm sharing with TODAY'S EDUCATION readers some of the experiences I had as I tried out and adapted ideas borrowed from abroad.

Math has always been my weak point. Last year, thanks to a stimulating and exciting method of presenting mathematical concepts that I borrowed from England, math became a lively experience for teacher and children alike.

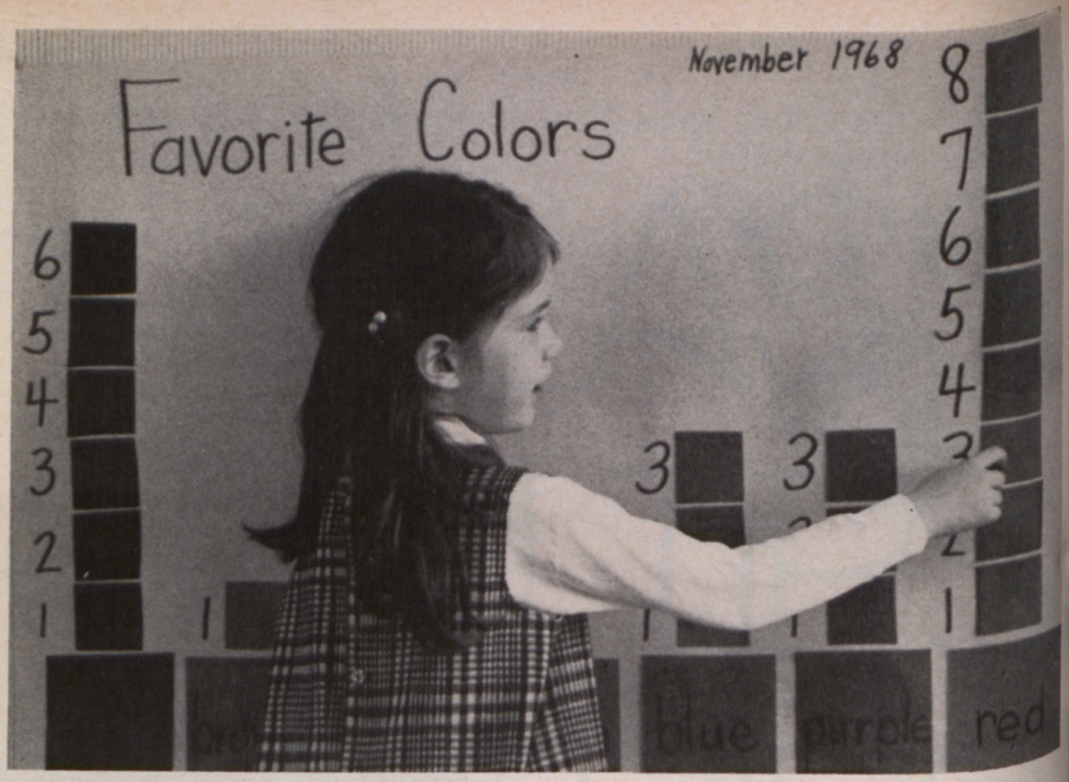
In London, I had purchased *Mathematics Begins,* the beginning guide for the Nuffield Mathematics Project. The method it uses to introduce math is based on the philosophy that in order for young children to achieve an understanding of concepts, they must be set free to make their own discoveries and to think for themselves. Instead of starting out with abstractions, the children are provided with things that they can handle and examine and wonder about, and their wondering leads to learning.

My class had its first Nuffield math experience not during math period, but in the midst of finger painting. One boy became interested in comparing the size of his handprint with that of his friend. I gave him a ruler to measure his own handspan. Of course, all the other children immediately wanted to measure theirs, so everybody made his handprint on a chart and we measured all the handspans.

And so we were started on math. With the handspan set up as an easy, available unit of measurement, we proceeded to measure and record the size of everything in the room, even the children's drawings and paintings, both in handspans and in inches.

Having observed math and natural science being taught together in the English infants' schools, I decided to borrow this idea. Children love to collect

Photographs by the author



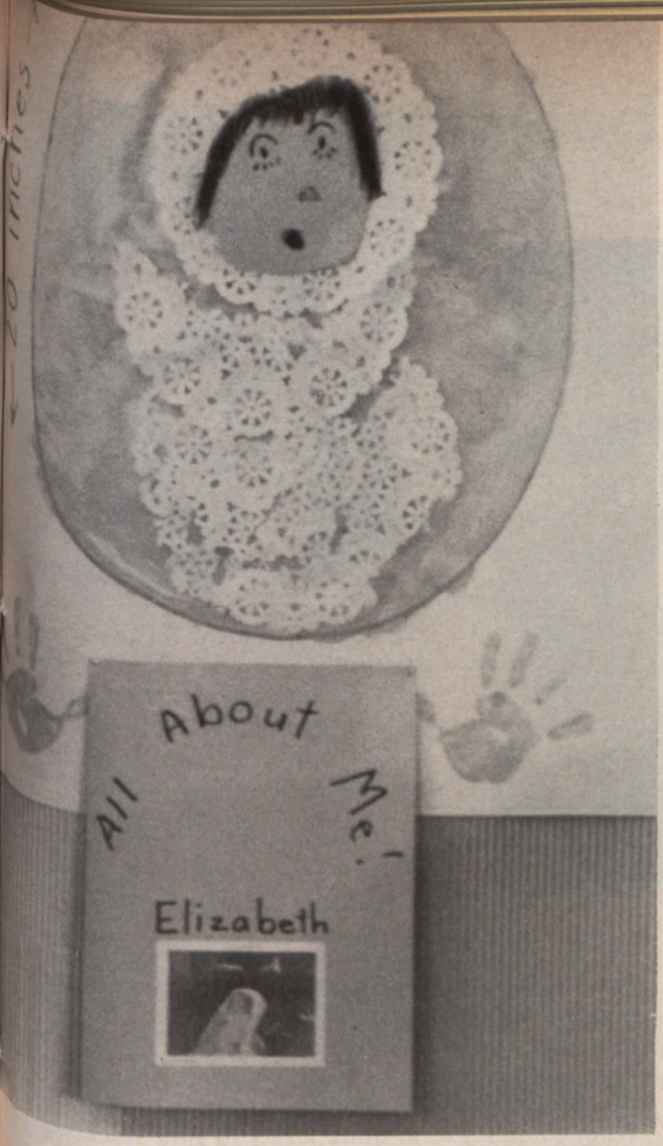
"Much of what I saw in my travels impressed on me the wealth of material available that need not be ordered from a catalog."

things, so it was easy to get the class interested in gathering natural materials to use in their studies. Soon the math corner bulged with shells, rocks, tree bark, seeds, and leaves. The children learned quickly to separate these materials into categories. For example, they separated the acorns of the black oak, with their fuzzy light brown caps, from the dark brown, scaly-capped ones of the valley live oak. They learned to weigh quantities of one kind of acorn against the other, and to count how many were needed to make up a given weight of each kind.

The children's natural interest in comparing things provided an introduction to graph building. One morning as they entered the room, I called attention to the kind of shoes each child was wearing—buckle shoes or ties, slip-ons or tennis shoes. When everyone was seated, we proceeded to make a shoe graph, showing how many children were wearing each kind of shoe. I put the graph in the math center and the children showed a great and lasting interest in it, discussing it among themselves and comparing the numbers. Some checked the count on the abacus.

The children got so much enjoyment out of making the shoe graph that it was the first of many. They made graphs dividing the class into subsets of boys and girls, and of blue-eyed and brown-eyed children. After reading a Japanese picture story telling how the various hues result from combinations of the primary colors, the class graphed the relative popularity of several colors.

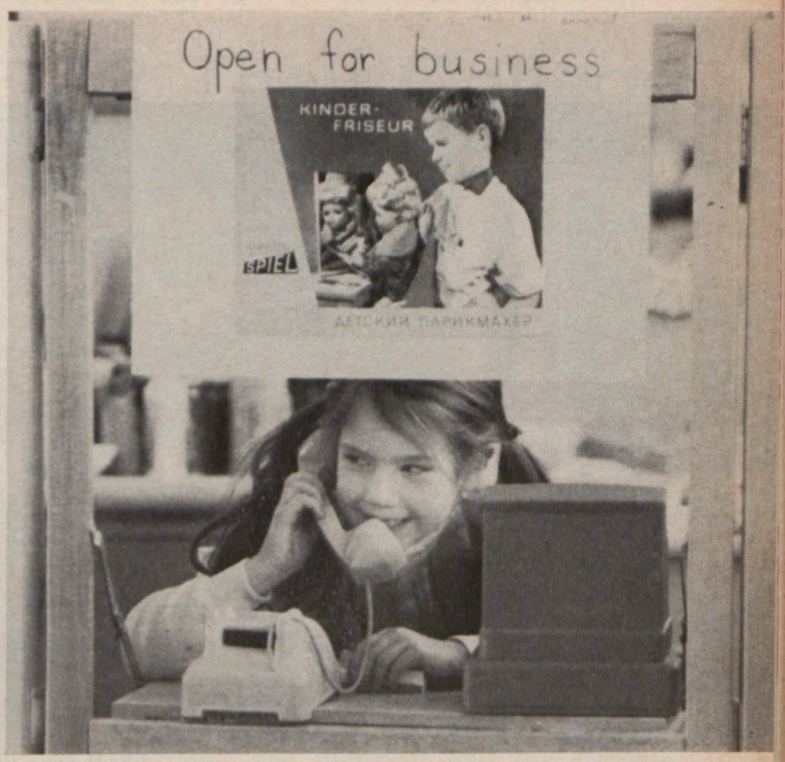
Graphing "things that will float and sink" provided many stimulating experiences. The children first guessed what would happen to various substances when they were placed in water, then checked their guesses by placing the different materials in water. After they had finished their experiments, they



graphed the numbers and then counted the members of each set. The more mature children could tell exactly how many more members the sink set had than the float set.

My new approach to math, inspired by the Nuffield Mathematics Project, led to my introducing family-life education in a way that both appealed to the children and helped the important process of building their sense of identity. Statistics they brought in about their own births—date, time, weight, and length—sparked a project in which each child made a personal booklet, "All About Me." They used their first snapshots as babies to start their books and went on to record all available information about themselves, as well as details about their families, their travels, and their homes. In a related activity, the children drew portraits of themselves as babies, with finger-painted baby blankets that were the same number of inches in length as they had been at birth.

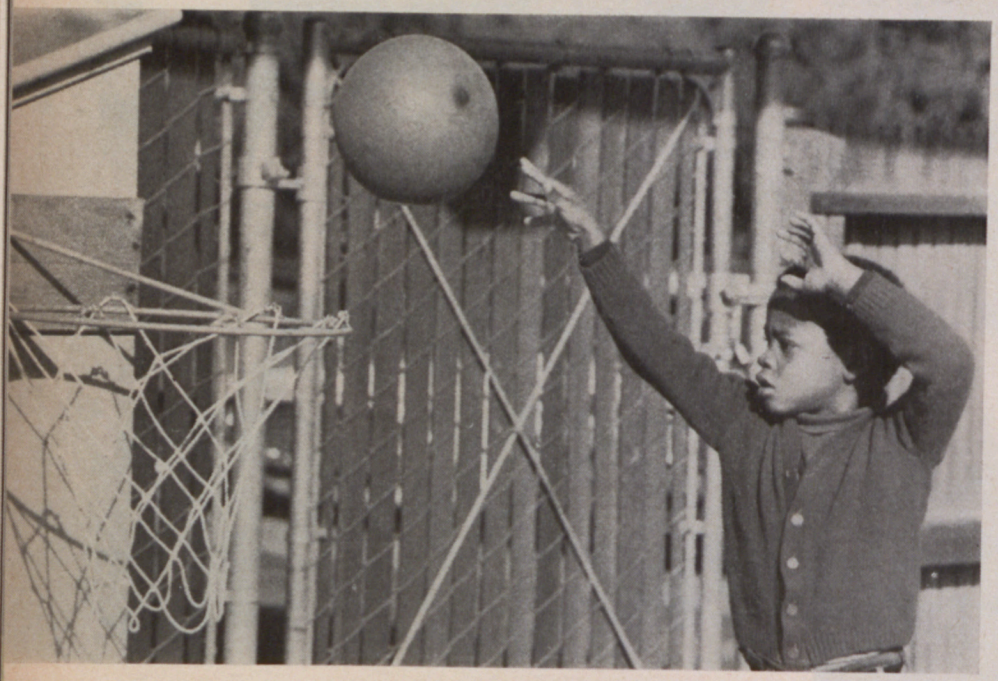
I had hoped to teach some mathematical concepts through weekly cooking experiences, but this plan proved too ambitious. Once a month, however, the class celebrated the birthdays of class members that occurred during that month, and the birthday children planned, cooked, and served the refreshments. In another cooking-related activity, the children formalized their concept of measurement by contributing their favorite recipes for a collection of "Special Holiday Recipes."



Several situations I observed during my travels changed my mind about what kind of physical activity is suitable for kindergartners. Many of the American kindergartens I am familiar with have sterile, uncreative playground equipment that offers no challenge to a lively five-year-old. As if that weren't bad enough, children often aren't even allowed to get maximum use of what is available because of the rules established and enforced by overcautious kindergarten teachers. When I saw the confidence and physical coordination of the little English children at the Holme's Infant School in London as they climbed, jumped, and balanced, I decided to squelch some of my caution and stop curbing my pupils' playground activities.

I augmented our stereotyped outdoor equipment with a rope ladder I had purchased in England, and I encouraged the children to climb it as well as to use our jungle gym and to perform on our monkey bars. I got some sawhorses on which my children could balance as I had seen Russian children do, and I used the sawhorses in combination with planks to improvise balance boards like some I had seen in English schools, and let the children try them out without constantly cautioning, "Be careful."

Much of what I saw in my travels impressed on me the wealth of material available that need not be ordered from a catalog. Discarded tires, for instance, provide French and Russian children with opportuni-



ties for creative play. The thrifty French enamel the tires and set them at different angles in concrete, and children climb on them, sit in them, swing from them, and crawl through them.

If worn-out tires could be useful, I reasoned, why not other used articles? Prompted by this thought, I visited a second-hand store, where I found a still usable basketball goal. Now, some of my most exuberant boys use up excess energy shooting baskets and dribbling the ball like professionals during outdoor play.

The barbershop corner was a common feature in the Iron Curtain schools I visited. I knew I couldn't do much about the missile gap, but the school barbershop gap was another matter, and I really think I more than closed it in my classroom.

I had bought a toy barber kit in Hungary and proceeded to set up an elaborate barbershop-beauty salon combination close to our playhouse corner. The children had the time of their lives with it. I had expected the boys to be intrigued with "shaving," and they were (many were the arguments about which would be the shaver, which the shavee) but I was amazed that they liked the beauty salon even more than the barbershop. The boys delighted in using the playhouse phone to call for appointments and going to the beauty salon to have their hair done. Boy beauty operators almost wore out my $65 wig, combing and curling it for their boy patrons. Prices for various services were listed, the patrons paid their bills, and operators made change.

Toys and games that create learning situations are popular in Russia, and my children were fascinated by the ones I brought home. In one game, our old friends, the three bears, are the inspiration for a card game in which players pick, according to size, articles most appropriate to each of the bears. The Babushka doll toy is another size-teaching device. This is a take-apart toy in which a whole series of dolls, ranging from thumb size to quite large, fit in a stack, one inside another.

Russian music suggested a way in which the boys and girls in my American schoolroom could discover music for themselves. While attending a symphony in Moscow, I had taped an orchestra's playing of a Russian composition. Not knowing the correct name of the piece, I called it "The Sound of the Bells," for that was what it sounded like to me. In Scotland, I found sturdy hand bells and bought enough of them so that every child in my class could have one. As I played the music, the children did creative dancing while swinging and ringing the bells. They reacted with vigorous body movements to the strong, stirring rhythm of the bells.

If I were asked to tell in one sentence what I learned from my experimentation with borrowed ideas, I would say, "Turn the children loose to make their own discoveries, to think for themselves, and to learn —about themselves and about the world." The experiments made this message so clear to me that it has affected almost all my contacts with the children I teach. Ever since, I have listened to the children, trying to pick up clues as to their interests, and I let those interests determine our activities. I bend with the wind and follow their lead. •

Springfield Students Demonstrate . . . FOR Their College

ALAN THORMEYER, *Springfield (Massachusetts) College, '69; assistant publicity chairman, Work Week 1969.*

• **Last January, Springfield College** in Massachusetts launched the Springfield College Capital Campaign in an attempt to raise $3.7 million (of an overall goal of $7.3 million) to finance a new library, an athletic field complex, and the renovation of newly acquired buildings destined to house the infirmary, a fine arts center, and additional classrooms.

As early as September 1968, it occurred to some Springfield students that an arrangement for student involvement in the upcoming Campaign would provide an excellent opportunity for many of us to demonstrate that at a time when a number of college students seem to be set on tearing down their alma maters we wanted to help ours to grow.

Three seniors, Michael B. Sayles, Peter C. Raymond, and Ronald N. Melleby, approached members of the administration and sold them their proposal for "Work Week 1969." Their plan called for a week to be set aside during which students would hire themselves out to do all sorts of odd jobs for businesses and individuals in the greater Springfield area and then donate their earnings to the Capital Campaign. Work Week, it was agreed, would be planned and managed entirely by students, although administrative help would be accepted.

Both men and women students—50 of us in all—took part in the months of preparing for Work Week. We solicited jobs and got more offers than we could accept. (The offers included some offbeat ones—one person, for instance, wanted to commission the burial of a dead horse.) We worked to get publicity and were successful beyond our fondest hopes. A local TV station donated six hours of television and radio taping, and a local radio station gave us many precious hours of free time. Six of us traveled to New York and Washington, DC, and secured some national publicity for our program. We realized this trip wouldn't help our money-making endeavors, but we figured it might spread the word that not all college students endorse irresponsibility and destructiveness. It would show that college students at Springfield wanted to demonstrate *for* their college instead of *against* it.

Work Week itself was terrific, on campus and off. Despite his heavy TV commitments, Art Linkletter, who is a trustee of our college, came to Springfield a day before the big Week started and spent two days helping us. He gave a benefit performance in the field house, and only unfavorable weather conditions kept him from making a planned ascension in a hot-air balloon.

Mr. Linkletter even did his stint of physical work when he and the college president, Wilbert E. Locklin, complied with an "ultimatum" issued by the students, who had staged a mock take-over of the administration building, and cleaned the light fixtures at the front entrance. When these distinguished gentlemen had finished their work, a student group pitched in and cleaned the halls before they relinquished the building.

Since the Springfield community played such a crucial part in Work Week—after all, the townspeople were the ones who provided the paying jobs—we scheduled some of the nonwork activities for off campus. Eastfield Mall, a shopping center, was the scene of performances by the college's exhibition gymnastic team, by a student group (called the Hosaga Indian tribe) who do Indian dances, and by various singing groups of the college. Throughout the week, the college radio station broadcast live from the gazebo on the Mall.

Of course, Work Week was not all fun and games, for it lived up to its name, and almost everybody got into the act. More than a thousand Springfield students completed more than five hundred jobs for pay, in addition to some volunteer cleanup and repair tasks in ghetto areas. Professors lightened study loads and some of them cancelled classes. The college departments competed with each other to see which could raise the most money. The president and his assistant, Calvin Martin, rolled up their sleeves for a whole afternoon to help paint an auto dealer's building, inside and out.

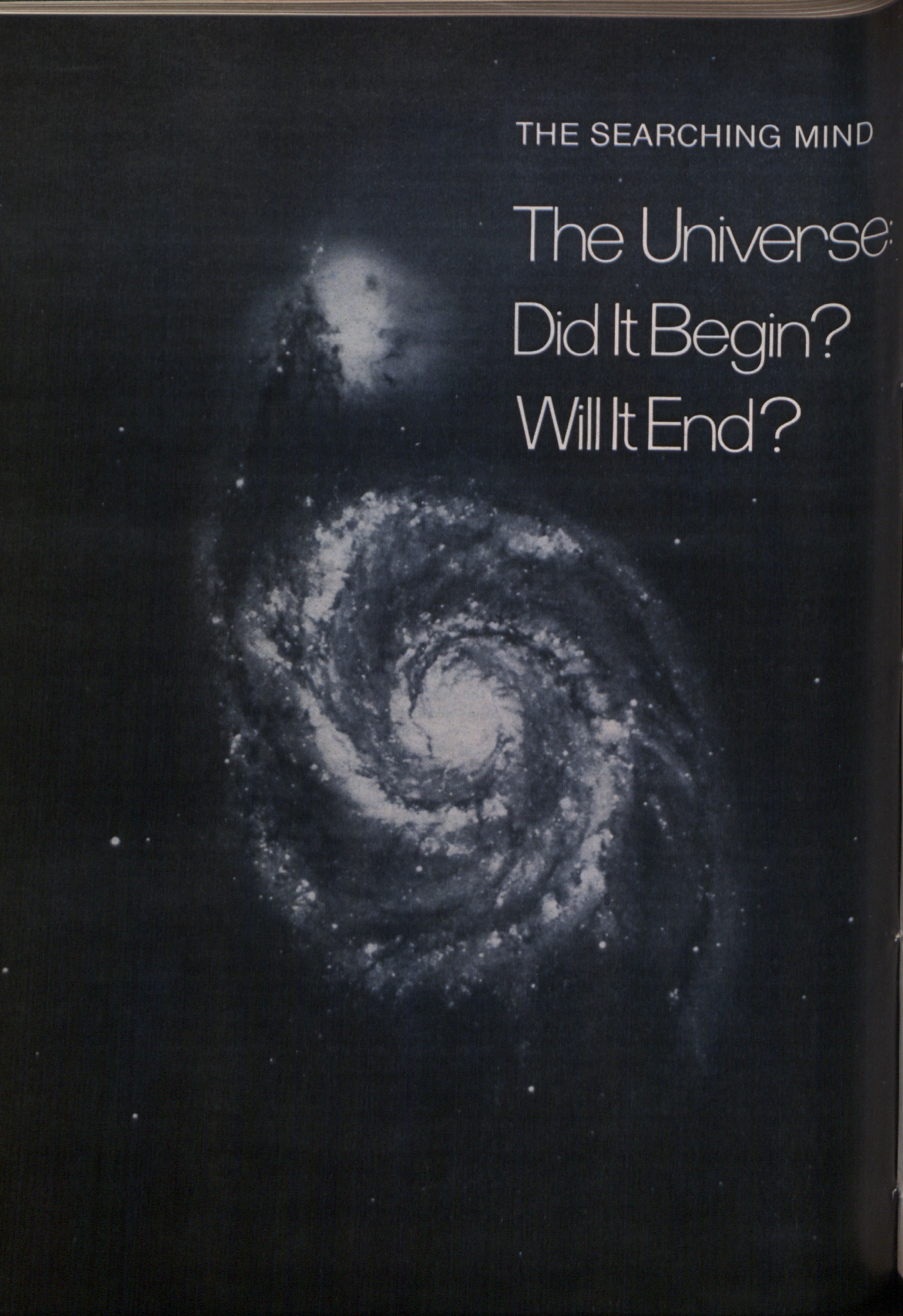
From the community came not only job orders but donations—gas for trucks, for example, and snacks for the workers. Impressed by the student spirit displayed during Work Week, a Massachusetts manufacturing company donated $24,000 to the Work Week Committee to be contributed to the Capital Campaign. The letter accompanying the donation concluded, "To see this sense of constructive involvement within the student body is a most refreshing thing."

Work Week 1969 enriched the Capital Campaign by $35,000, a fact that gave the students no little satisfaction. A source of even greater satisfaction, however, was the knowledge that the 1969 generation had observed the time-honored tradition of our 84-year-old institution. We had worked together to help our college grow. •

✦ JOURNAL *editors invite brief articles about other student groups that are using constructive means to bring about campus change and improvement of the campus environment.*

THE SEARCHING MIND

The Universe: Did It Begin? Will It End?



HARRY C. STUBBS, *instructor of astronomy and chemistry, Milton (Massachusetts) Academy.*

• In any discussion of the universe, we need to determine how far we can trust our knowledge of the rules before we try to use them. If we wish our speculations about the past and the future of the earth, of a star, or of the entire universe to improve on mythology, we must have some guide and discipline for our imaginations. Working out the life history of a star, for example, is not simply a matter of examining a few thousand or even a few million stars and putting them in the right order; we must have some reasonably concrete idea of just how a star works.

If a Martian were given a million newspaper photographs of human beings, all taken on January 1, 1968, and told to work out a normal life cycle of the human species, he might come up with the right answer. On the other hand, he might develop a theory in which people started as male infants, matured and grew old, turned into females, and reversed the process, ending up as female infants. He could certainly illustrate all the stages in either process with newspaper photographs. One can imagine the Martian and one of his colleagues arguing over whether the female infants then turned into males and repeated the cycle or if the whole process went in the opposite direction.

In this century, our ideas about the life history of a typical star have varied in just about that manner. At the moment, we think that a star starts as a cloud of gas and dust, shrinks under the influence of gravity and light pressure until its central density and temperature reach a certain value, and then starts generating energy at its core by fusion—"hydrogen bomb"—reactions. These reactions maintain it for most of its life. Eventually, the hydrogen fuel, originally the principal constituent of the star, approaches exhaustion. Then, after relatively brief stages of red gianthood, variability, possible explosions, and complete fuel depletion, the star consolidates into a dense white dwarf, perhaps containing as much mass as the sun but with this mass compressed into a volume smaller than the earth. The surmise is that after even further collapse it may become a "neutron star," but this stage, unlike the others, cannot thus far be illustrated by specific examples.

For the most part, the theory is based on surmise. It does, however, fit much better with our present understanding of physical laws in general and nuclear reactions in particular than past theories do. When we build a star mentally nowadays, we don't just assume that a gas ball a million miles in diameter is shining because it is hot. We start with the observed factors of temperature, radiation rate, and chemical composition at the visible surface and work our way down mathematically, layer by layer. Each layer is hot enough and dense enough and otherwise properly constituted to transfer heat to the layer above it and to receive heat from the layer below it at the rate the star is radiating. All the layers together must add up in mass to the known total for that kind of star. The innermost layers must be carrying on nuclear reactions at a rate that generates just the right amount of energy per second—this is where our laboratory knowledge of nuclear behavior fits in.

The fact that we can solve such a problem at all is encouraging. However, our ability to come up with several different solutions, all fitting the observed facts, suggests the continued need for caution.

If the theory is correct, the age of any given star can be deduced fairly well. According to it, our own sun is some 4.5 billion years old, and has 2 or 3 billion to go before its approach to red gianthood makes Earth too hot for us. Some stars are far younger—a giant like Rigel, burning its fuel thousands of times as fast as the sun, could not have been shining for more than a few million years and can hardly last as many more. On the other hand, a faint red dwarf, such as Barnard's Star, may simmer along for hundreds of billions of years.

If we make the reasonable assumption that all the stars in a given cluster came into existence from the same cosmic cloud at the same time, then that time can also be estimated on the basis of this star theory and the observed differences among the cluster members—the brightest stars presumably using up their hydrogen and reaching red gianthood first. Some clusters of this sort seem to be much younger than the sun, while others show ages upward of 20 billion years.

Unfortunately, when we try to fit the calculated age of the oldest star clusters into our picture of the entire universe's history, something seems to be wrong. In the 1920's Edwin Hubble discovered that a fairly close relationship exists between the brightness of the galaxies outside the Milky Way and the shift in their spectra to the red. If it is really true that these bodies are receding from us at rates proportional to their distances, they must have started by exploding, with a "Big Bang" (to use the common name for this class of cosmological theory), from some center at the same time. With reasonable estimates of their speeds and distances, we can calculate that time, though not the place.

Naturally, the answers to this calculation have changed with the years. When we thought that the Great Andromeda Galaxy was only three quarters of a million light years away, with the rest in proportion, the starting time came out at about 2 billion years ago. This was awkward, because some of Earth's rocks are known to be over 3 billion years old. Newer values for the distances of the galaxies have pushed the explosion time further back to some 10 billion years ago, but this is still hard to reconcile with star clusters twice as old.

Something is wrong: It may be the whole idea of an expanding universe; it may be our estimate of the galactic distance scale; it may be our idea of the life history of a typical star. Or it may be something no one has considered yet.

One widely publicized and studied suggestion as to how the universe might have been formed is the Continuous Creation or Steady State

Mr. Stubbs discusses the universe in greater detail in *Living Tomorrow—Today* (edited by Elmer J. Tangerman, Reynold Bennett, and Carol Coe Conway) Chicago: © J. G. Ferguson Co., 1969.

hypothesis. Like the Big Bang idea outlined above, this theory assumes that the red shift—known as the Hubble phenomenon—is a real indication of motion and that the most distant galaxies are indeed receding most rapidly from our neighborhood. However, this hypothesis does not agree with the Big Bang theory that they all started from one point. As its name suggests, the Continuous Creation theory has as its key assumption the idea that as the galaxies draw farther and farther apart in space, new matter in the form of hydrogen atoms comes into existence between them. This forms gas clouds that gradually condense into galaxies and stars as others did before them. In the long run, therefore, the average separation of galaxies and the average density of the universe remain constant, with no beginning or end.

The biggest emotional hurdle that had to be cleared in order to give the Continuous Creation theory careful and serious thought is the well-established concept that all matter is essentially one form of energy. People just didn't like the idea that matter can appear out of nothing. Proponents of the Continuous Creation theory have insisted, quite justly, that the energy conservation law had only been checked on a very small scale, right here on Earth, and that we had no real right to assume that it was universal.

The proponents have also pointed out, equally justly, that it was no worse to assume the creation of one hydrogen atom in each cubic mile of space every million years or so than to assume that they all popped into existence at the same moment 10 billion years ago. After all, Big Bang supporters had not had too much to say about conditions before the bang. (Some have tried and are still trying to get around this with a picture of an oscillating universe that alternately expands, then contracts to a point again.)

What a scientist needs in order to decide between Steady State (Continuous Creation) and Big Bang is some predictable difference between their observable results. The former theory calls for a universe that appears essentially the same no matter from where it is viewed in space or in time. Big Bang agrees with Steady State theory about space, but claims that time makes a difference: that is to say that at the time of the beginning of the universe everything was close together and gradually moved outward into space. Eventually, therefore, all galaxies but our own will have disappeared into the distance. Unfortunately, we would have to wait some millions of years to decide between the theories on this basis.

If the Big Bang theory is correct, there must be at this time some distance beyond which there are no galaxies, because the expansion of the universe hasn't carried them that far yet. If this limit exists, we haven't found it up to now; galaxies extend as far as our arguments have reached to date.

A more useful difference may lie in the Big Bang's assumption of a beginning (which the Steady State theory does not assume), a moment at which things were very different from what they are now. Would this situation have left traces still observable today? It must have been an awesome explosion that sent all the matter of the universe hurtling away, much of it at thousands of miles a second. The galaxies we see now are much-altered fragments from the detonation. They don't tell us the answer. But the energy? What could have become of the heat and light that must have accompanied such a blast?

The first thought is that these forms of energy, leaving the scene at 186,000 miles per second, must have outrun the material fragments at the beginning and left our part of the cosmos behind long ago. This, however, implies that all space is "straight" and goes on indefinitely in all directions. Granting that this is the commonsense picture, some evidence indicates that space is curved.

It is difficult to picture a curved universe. Our perceptions of length, breadth, and thickness of the universe give us the illusion of a universe infinite in all three dimensions, although it actually might be curved around in a fourth dimension so as to be limited.

The evidence for this possibility is far from straightforward. Some of the mathematics of the relativity theories carry this implication, however, and relativity seems to fit the facts pretty well wherever it is checkable. Gravity, in this picture, is simply a local "warp" or difference in curvature of space—or more properly, since in the relativity picture space and time are not sharply separable, in space-time.

If this is true, the radiation from the fireball of the Big Bang theory would by now be pretty well smeared throughout our universe and be shining on any point in it from all directions. It would be "black body" or "cavity" radiation, corresponding, at this late date, to a very low temperature—a few degrees above absolute zero—hence mostly in the form of radio waves. Interestingly, radio energy corresponding to a temperature of about three-and-a-half degrees absolute does seem to be bathing the earth.

To prove that the radiation is cavity radiation, however, requires measurement of its strength in a large number of wave lengths. At the time of this writing, values for only about a half dozen have been published, but these few seem to fit the black-body picture rather well. The radio astronomers are still checking.

This is admittedly not conclusive either way. It does seem to fit Big Bang a little better than Continuous Creation, but so many stages of reasoning in both theories are open to doubt that the word *proof* is very premature. At this time, professionals seem to lean slightly toward the Big Bang theory, but no one will be greatly shocked if new evidence turns up to change their minds.

In our attempts to understand the life history of the universe, we are putting together a huge jigsaw puzzle, in which many of the pieces are similar enough to be put in the wrong place and not be noticed for a long time, until some other piece half way across the table gives us a new idea of the basic picture. Sometimes a new piece will confirm our earlier notions; sometimes it will change them radically; and sometimes it will merely give rise to hot arguments. •

What has been learned to date from the moon exploration? Look for some answers to this question in a forthcoming issue of TODAY'S EDUCATION.

SPECIAL FEATURE

VIOLENCE & AGGRESSION

AGGRESSION IN THE CLASSROOM

FRITZ REDL, *Distinguished Professor of Behavioral Sciences, Wayne State University, Detroit.*

• **There's plenty of minor aggression in the classroom** that nobody objects to. The real problem is the aggression that prevents good teaching and good classroom life. This aggression comes primarily from three areas.

First, it is an input from the home or from the community. A teen-ager gets hopping mad at his old man, but he doesn't dare let off steam until he gets to school. Now, the teacher didn't produce the aggression, but it's there and he's got to handle it.

Second, is the discharge from within. Some youngster sits there daydreaming, and all of a sudden during a wild fantasy, he thinks of something that upsets him and he conks his neighbors on the head. None of them have done anything to him, and the teacher hasn't either. Something just burst out from within. (If youngsters are seriously disturbed, most of the aggression comes from way within, and neither they nor anyone else knows why.)

Third, the aggression is engendered right there in the classroom. It may be triggered either by what the teacher does that's right but that doesn't happen to fit the kid, or by God knows what—the kid's reaction to the group or to other kids, or to something that maybe the teacher wouldn't have done if he had stopped to think. But anyway, it's reactive to something in the environment at the moment.

Now, if I were a classroom teacher, I would like to know how much of which of those three packages is exploding before me, because it makes a difference in terms of long-range planning. It also makes some difference in terms of what to do at the moment. Most of the time we are not sure, but different sources of aggression smell different when we are confronted with them. Experienced teachers develop an uncanny skill at sensing "This is something the kid brought with him. I've got to help him recover from it before he acts it out." The outsider, though, wouldn't know.

Some aggression does not affect us directly because certain youngsters may be model pupils in the classroom, but then after school they may go out and rape or murder someone. So a youngster may be full of sick aggression without being a classroom problem.

On the other hand, there may be a great kid sitting over there who's bored stiff. He likes you a lot, but he gets mad at the fact that you bore him stiff. Finally, he's just had it, and he runs out and slams the door. A normal youngster like that whose aggression is classroom-produced is our problem. Too often, an article on aggression in the classroom concentrates on a few examples of youngsters who should have been in a mental hospital for the last 10 years anyway and ignores all the other kids who bother us.

The term *aggression* is so overused now, you've got to watch out for it. Don't ever let anybody trap you into discussing aggression without first asking him: "Listen, brother, which aggression are you talking about? What actually happened?" Because aggression has a wide range—all the way from reacting to boredom to wrestling at the wrong time in the wrong place with another pupil.

Discharge of surplus energy or of displaced needs from the home or neighborhood; loss of control in the face of seductive equipment like a slingshot or a knife or whatnot; personal battles with adults, other kids, the group, or the teacher—all these fall under the heading of aggression.

The way Joe or Jane expresses aggression, while not the end of what we're looking for, certainly should be the starting point. Unless you know what lies behind their behavior, you will have trouble knowing how to handle it. Sometimes you may understand perfectly well how come. So the question then is what do you do to help him, which is a separate matter from knowing what was cooking to begin with.

I want to give special warning here not to make aggression synonymous with violence. The two are not the same, although they are obviously related. There is a theme in violence that we can legitimately call aggression. On the other hand, not all violence comes from aggressive drives. The behavior is aggressive, but the basis may be quite different. Let me give a few illustrations of violence that does not spring from aggression.

Panic coping. A kid may get scared stiff, so scared that he doesn't know what to do anymore. So he does something violent; he tears something apart. The fact that the behavior is violent is important. But this child is not hyperaggressive; he is frightened and desperate.

The need to be heard. A frequent source of violence is the feeling that nobody listens. The child finally concludes that the only way to get someone to listen

Dr. Redl spoke at greater length on this topic at the 1969 conference of the American Orthopsychiatric Association. Before coming to this country, he taught public school in Vienna, Austria.

is to be violent enough. So when other avenues are blocked off, violence is a substitute for verbal and nonverbal communication.

The desire to display guts. If a kid is supposed to be tough, how can he show it? Who is going to believe it? "I'd better not let them know I'm scared. So I've got to find ways to show I'm brave." In order to do this in a peaceful life, he's got to create problems.

Demonstrating loyalty to the group code. This source of violence is not originally meant to be aggression for aggression's sake. ("If the rest of my gang thinks school is no good, I'd better show that I'm with them. So I put a thumbtack in the teacher's chair. I don't hate the teacher; too bad it's her rear that gets stung. But I'm a regular guy and I'm going to prove it.")

Risk taking—to study survival skills. For instance, how can a boy know if he can run fast enough to outrun the cop, unless he swipes something first? Or else picks a rat out of an ash can, swirls it by the tail, throws it in somebody's first-story window, and then hops over the garage roof fast before they can catch him? A kid has to know how good he is in handling a dangerous assignment.

The stink and the dust produced in the decay of group psychology. If a group suddenly gets anxious or panicky or wild or disorganized or elated or mad at each other, you get a lot of behavior that involves violence but that did not start as aggression. Although Joe and Jane may be doing something, they're not doing it as Joe and Jane but as members of a group.

Last on my list of violence that does not start with aggression but is secondary to it is, of course, *an invasion of societal turmoil from the outside.* Someone or something in the community ties a package of emotional TNT to the back of a kid and it blows up in the classroom. The kid responsible wasn't originally aggressive; he carries the whole load of community or neighborhood or subgroup aggression. As his teacher, you're just an innocent bystander. What he does has nothing to do with the way you taught him or whether you bawled him out or flunked him.

In short, there is some relationship between violence and aggression, but not a simple one. For teachers it's very important to begin to sense the difference between Joe's being loaded with personal anger at what you just did and the explosion that results when his TNT package goes off at a given time. They are different problems.

Now let me give a few abbreviated hints of what to do about various kinds of child behavior—hints that are not fancy enough to be written up much in books.

First, you sometimes need to get kids off the hook. The aggressive behavior is beginning but without having really been planned, and if you get pupils off the hook *now*, they don't have to continue. Another way of putting it is that you sometimes need to cut a contagion chain without making a big deal out of it. And in most cases knowing how to do this is very important in dealing with a normally well-behaved child as well as with a wild one.

Take Joe, for example. He's sitting over there shaking imaginary dice, and at the moment you're not too bothered. You catch his eye and he stops, but only momentarily. After a while everybody else gets interested. You want to cut that contagion chain now, because if you wait another five minutes, you'll have a mass problem on your hands.

If you interfere too early, everyone thinks you're a fusspot, a dope, or chicken, and you only aggravate things. If you don't interfere at the right time, you'll have trouble. Getting Joe off the hook at the right moment will stop his behavior without a big scene, and the rest of the group will not be too heavily afflicted. This skill of cutting contagion chains without making too much of a mess is, I think, one of the most important for anybody who deals with groups.

A second important technique for the practical handling of aggression in the classroom is signal interference. Signal interference in time saves nine. Very often teachers underestimate the possibility of stopping minor forms of misbehavior quite casually before the kid gets too carried away by it. They don't take the behavior seriously, because it isn't bothersome enough. So they wait until it does get bothersome enough, and by that time the situation is tense, the kid is already off his noodle, and anything they do now will have an explosive effect.

The big problem is that most teachers lack a good inventory of preaggression signals for their pupils. In some youngsters, the signals are easy to spot. Others apparently go aggressive all of a sudden from nowhere. That's because the teacher's radar doesn't pick up their signals. But if the teacher works at it, after a while he begins to get the messages from all around the room. One kid, for example, gets glassy-eyed and sits there quietly in a certain rigid position. If the teacher goes over and taps him on the shoulder, he'll go up like a rocket. Two minutes ago, if the teacher had gone around and said, "Come on, let's start working," that would have been fine.

A good many teachers—particularly those who are new to the classroom—do not know enough about the physiological and gestural signals that indicate the work-up to aggressive behavior. Everybody with experience understands them, but conveying this understanding to the other guy is hard. Apparently we don't think it's important because we don't have any fancy lingo for it, but if I were a beginning teacher, that's the kind of information I would like to have.

If you send me a kid with an unknown aggression work-up potential, I'd like to get to know that kid and figure out what he looks like before he goes off the handle. After that, I can tell at a glance that this is the moment to go over to him.

In observing classrooms and watching teachers with disturbed youngsters, I am constantly amazed at the terrific skill people with experience develop, and they can't ever explain it. What's more, they don't even mention it. They think it isn't worth discussing.

Let me describe one incident I observed:

A kid is sitting stiffly at his desk, obviously determined that he "ain't gonna do *nothing*." The teacher walks over to him, pats him on the shoulder, and

says: "Now, how about it? You don't feel so good, huh?" And he doesn't say anything. What does she do then? She says: "OK, I'll come back in a while. Maybe by then you'll be feeling better." That's all. She doesn't push him. ("Why don't you . . . ? What's the matter with you? What kind of family do you come from, anyway?")

She uses her judgment, and sooner or later he's over the hump. His face clears up; his posture is relaxed. Then she comes over and puts the pencil in his hand and he starts working.

Now, number three: Watch out for the choreography of the dare. In our present society we all have an insatiable, unquenchable thirst for tribal rituals. We still perform tribal dances. Take this scene:

We have what looks like a relatively normal classroom at the moment. Here is Joe back there, who wishes I'd leave him alone. But he knows I'm a nice guy, that I've got to make a living, after all. And I'm pretty harmless, though a little crazy, maybe.

Still, somehow, the noise gets too loud, and I finally say: "Listen, you, you'd better stop that now." Then maybe things get worse, and maybe by this time I'm angry, too. So I say: "All right, now, if you can't be quiet here, why don't you go out and cool off?"

Let's assume I'm relatively lucky in my diagnosis, and the youngster gets up and moves to the door, but on the way he mumbles something under his breath. If I ask him what he said, he probably feels he has to lie—so I make a liar out of him. Or if he is decently honest, I have to send him to the principal.

The foregoing is one way the scene can be played. But it also can be played differently. If Joe is sensitive of his prestige in the group, and I happen to have adults looking over my shoulder, then both of us become involved in a tribal dance. He has to say, "Make me," and I have to say, "All right. I'll make you." So either I try to bounce him or I call the principal or whatnot. Then for three weeks, lots of procedures go on—all nonsensical and having nothing to do with the original issue. Joe's become a discipline case, almost.

What I've described here is a personal interaction, a limit-setting process of a very simple nature, really. Most of the time it works like a charm, but in the second instance it became a tribal dance. If I were a principal assigning teachers to study halls or other large groups, I would like to know how vulnerable they are to the tribal dance routine, because in a dare situation the pressure is terrific. If you send me a kid who is tough, I don't mind. But I would like to know how involved this kid is in a tribal dance.

You see, some kids who are plenty tough don't fall for that kind of nonsense. In fact, some of my best delinquents would never be so stupid as that. If I really challenged them, they would think: "All right, so let the guy have his little victory for a change. So what! So I go out. I'm tough enough. Nobody will think I gave in." If, however, the youngster isn't really tough enough, but has to pretend he is, then he has to do the tribal dance in order to impress the others with his plumage, or whatever.

This is a big danger. And many a teacher could avoid many a large discipline problem if he were able to recognize the first drum beats of a tribal dance. Very often we push relatively tough kids who mean well into tribal dances because we are unaware of the position they are in. At other times, we do not interfere when we should because we are too afraid we'll provoke a tribal dance when actually we wouldn't.

So the tribal dance is a whole phenomenon—separate from the usual problem of discipline—that is a rather deep psychological problem.

Number four: Watch out for the subsurface effect. Whatever I do also has a side effect, and it is not always visible right now. If we are aware of what else happens besides the immediate effect of what we do, we won't simply say, "Because I blamed him for being noisy or because I praised him for being quiet, everything is hunky-dory right now."

So it's important to look with one eye to the possible nonvisible side effect. I can do something about it afterwards, but only if I'm on the lookout for it. Like that boy we've been talking about. Let's say he leaves the room and doesn't start the tribal dance. In that case, I'll want to make sure we have a brief get-together afterwards to tell him that I appreciate his doing what I asked and that I'll defend his reputation with the rest of the kids. I'll say that there are no hard feelings; it was just that I couldn't let him get so loud in class. That's all; nothing more.

If you have to live with aggression, at least try not to breed it. We breed it, of course, by exposing even otherwise normal boys and girls to experiences, to space arrangements, to life situations that invariably produce inner frustration.

For instance, if I bore a youngster, I expose him to frustration. Or, if I have to delay giving help that is needed—say, a boy over there is stuck in the middle of a long division problem, and I can't get to him for a while because I have to be over here with the others. Sooner or later he's had it, and he gets mad.

Or I may breed aggression if I intervene with too little sympathy. If a youngster is doing something interesting, something he likes, do I say, "Get going this minute. Do you want to be late again?" when I could just as well say, "Look, I'm sorry to have to break that up, but you know we've got to get out now."

One final point: Don't forget that from time to time, your own aggression will start showing. As you probably are aware, your hostile feelings and how you deal with them make a story no less complex and touchy than the one just presented. That your anger may be righteous and justified is not the only issue. You must ask yourself some questions: How does my anger make me behave in the classroom? Which (if any) of the behaviors it produces in me seem helpful in reducing youngsters' aggressive feelings, and which ones just make matters worse? Figuring this out requires clear thinking and real objectivity, but it is worth the effort. Your professional obligation is to handle your own aggression in such a way that the individual pupil or the class can manage the spillover effect. •

TEMPER TANTRUMS

A. E. **TRIESCHMAN,** *director, Walker Home for Children, Needham, Massachusetts.*

• **The cursing, fighting, wild anger of a child is an** alarming sight to the adult in charge of him. If that adult is a classroom teacher, thoughts like, "What did I do to provoke this?" merge with alarm about "control of the class." The outburst not only upsets adults but demands that they take some action. Fear—even mild fear—and the need to take some action make a troublesome combination. It is in just such a situation that we tend to jump to hasty conclusions, which compound our difficulties.

"If only I hadn't insisted that he correct those mistakes" or "I'll ignore him; he just wants attention" or "If he wants a fight, I'll show him who's boss." Thoughts like these seldom can do much to help us face the awesome pounding and shouting of the child's tantrum. We may find brief solace in muttering to ourselves about "ego-defective children" or "displaced hostility." Or perhaps we quickly review the adequacy of the lesson plan, question the wisdom of the present seating arrangement, or feel doubtful about the child's placement in this grade. Often, however, the net result is bafflement.

Despite our best efforts and intentions, children occasionally have wild outbursts of temper. We have heard that "having some is normal," that we provoke them unconsciously, and that they are related to past incidents and learning in a child's life. This is all true, but it doesn't help much in understanding the events of the tantrum itself and is even less helpful in providing guidelines for what we might do.

In the process of working with seriously disturbed children at Walker Home, a residential school for young boys 7 to 12, we have encountered many temper tantrums. Our observations have suggested to us that the tantrum is not just one ugly disruptive event but a developing series of different crises in a child's functioning. By carefully observing the different stages and basing our management efforts on that understanding, we have been able to help the children master the crisis inherent in a tantrum. Over a period of time, we have learned how to intervene during the tantrum to teach the child alternative behavior that is less upsetting to him and to those around him.

Children with a long history of "emotional disturbance" are by no means the only children who have tantrums. Traumatic events, such as the death of a parent, betrayal of trust by a friend, or a severe and unexpected disappointment, may trigger a temper tantrum in a "normal" child. Because our study of disturbed children going through the stages of a temper tantrum has given us insight into what is happening to the child in the throes of one and into when and how to intervene, we may be able to help the "normal" child substitute better behavior control than a tantrum as a means of dealing with his difficulties. In addition we may help him avoid becoming addicted to tantrums as a means of manipulating those around him when he is uptight.

We have thought of the typical temper tantrum as a sequence of six stages, which we have named for their characteristic behavior: Rumbling and Grumbling, Help-Help, Either-Or, No-No, Leave Me Alone, and Hangover. Of course no two tantrums are identical, and often a child can be helped out of his crisis before he has passed through all the stages.

Rumbling and Grumbling

In this first stage, the child often grumbles and looks grouchy. He dribbles hostility: He quietly marks up a desk, for example, or slams down a book. Occasionally, he will giggle and make some effort at comic relief. Nothing really satisfies him. He appears to be fighting himself and the teacher, but especially the growing panic within him.

This rumbling and grumbling seems to be the child's effort to manage his vague sense of mental discomfort, growing helplessness, and even near panic. For many children, the feeling of general anxiety may be so close to overwhelming that it does not serve as an effective signal to mobilize coping skills or behavior controls. The child's sense of self, or personal strength, may have been sapped by one of the normal crises of childhood, such as the loss of a beloved pet or the threat presented by the arrival of a new baby brother or sister.

The point here is that a child's growth and development is not a smooth ascendance to maturity. There are ups and downs in a child's sense of worthiness, in his feelings of being competent to deal with some difficulty and frustration. If anxiety hits at one of the low points, the child may fill the gap with a tantrum.

The rumbling and grumbling is the noise of the pretantrum discomfort. It occurs in the absence of a clear sense of what there is to be anxious about and in the presence of a lowered sense of personal competence. With only vague internal discomfort and a growing sense of helplessness, the child rumbles and grumbles until some external issue comes along to

A much fuller version of these adaptations of psychological notions for handling real-life situations with children appears in *The Other 23 Hours* by Trieschman, Whittaker, and Brendtro. Aldine Publishing Co. 1969.

which he can attach importance. We all feel guilty if we happen to supply the issue (perhaps with a criticism we make or sometimes even a casual comment), because it is at this moment that the great roar of the tantrum bursts out.

Management Suggestions. Careful observations of the child are the crucial aspect of management in this first stage. Over a period of time, they give us knowledge about his particular vulnerabilities and about the issues, times, and places that are characteristic for him. We can begin to distinguish long-term rumblers from abbreviated rumblers; loud, open grumblers from quieter, less visible ones. Once we can see what is going on, we can often help the child package his issue in a more manageable size. We can help him verbalize his growing discomfort.

Help-Help

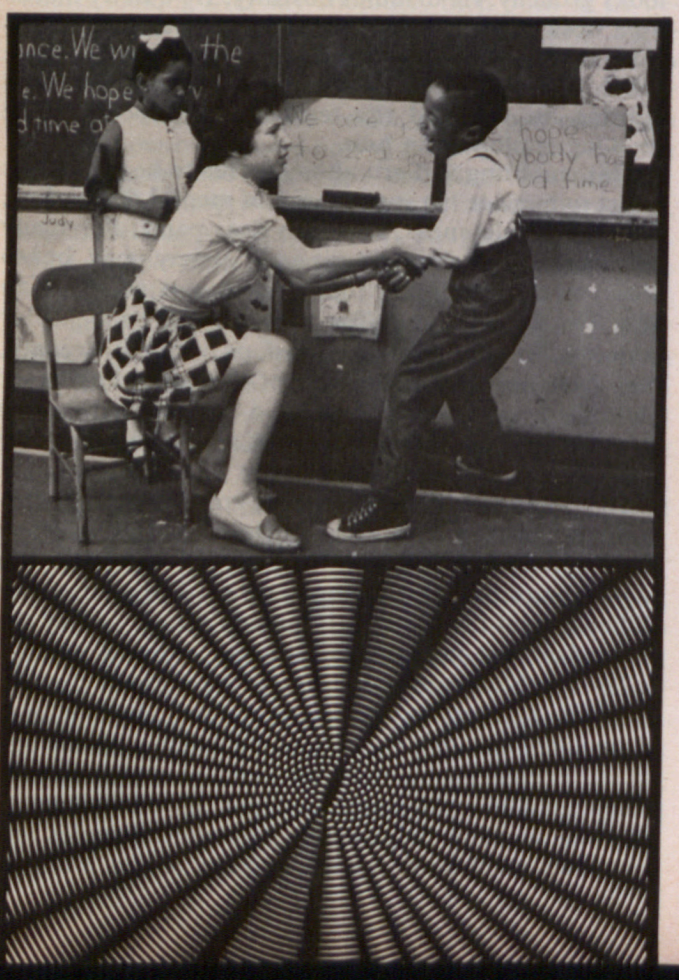
This next stage of the tantrum begins the really noisy engagement. The child manages to externalize his internal drama by dramatizing some event. His choice of an issue varies greatly: "You messed up my paper with your check marks" or "You know how I hate to be called 'Bob'" or "You lost my Yo-Yo" (the one you took from him six weeks ago and forgot about).

Once he has settled on an issue, the child usually signals his need for help with some deliberately iconoclastic act. He may curse loudly and vilely; he may attack another child or get himself attacked; he may break something—in short, he pointedly violates some generally accepted canon of behavior. He pushes one of the system's panic buttons by doing something he "knows" will alarm the teacher. The noise and activity he engages in usually cause the adult to move very close to the child in order to stop the forbidden act. At this point, the teacher often has to physically hold the child for the sake of his own and the child's safety.

The actions of the child at this Help-Help juncture indicate that he has given up the control of his own behavior. His pointed misbehavior operates to bring a restraining influence (the teacher) into the picture. He carries out *inter*personally (between himself and the teacher) what usually and in his better moments is carried out *intra*personally (within himself). Of course, the teacher or aide who responds to the child's Help-Help signal is not welcomed with open arms and a "Thank you." The child vents on the adult his rage and the sense of defeat he feels because he can't control himself.

Management Suggestions. The adult needs to provide the control that the child lacks and to do so in a way conducive to teaching the child some alternative way of signaling his distress and some skills of behavior control. Do not expect, however, that management at this point can be a calm, insight-promoting talk! The wild child struggling in your arms doesn't have enough control to manage his own body, much less to pay any attention to subtle comments from you about his problems.

Do not hesitate to give your directions to him loudly, clearly, and repeatedly. Hold the child no more firmly than is necessary, but give him the assurance that you are in charge and keeping things safe. Do not engage in discussion about the rules and the punishments



for breaking them. Some children almost demand such a penance system. In reality, punishment is not a substitute for behavior control. You may want to mete out consequences later, but surely it is pointless to argue or threaten in the Help-Help, "out of control" stage of a tantrum.

Either-Or

With the adult pretty clearly in charge of him, the child now begins to express his rage in the form of impossible alternatives, threats, and insults: "Either you let me kill him or I'll kill you." "Find my Yo-Yo or I'll break a window." "You stole my Yo-Yo and I'm gonna steal something of yours." "You're dumb." "You're fat."

Ironically, we see in these wild threats and insults a primitive effort on the part of the child to feel some sense of competence. Robbed of his sense of bodily control, he proposes alternatives as if having some control of options were the essence of self. The child seems to attempt to compensate for his loss of control by exaggerating his sense of manipulating the environment.

Management Suggestions. Methodically attempting to deal with the child's proposals soon results in contradictions. The child gets pleasure from the adult's tormented struggle to maintain logic and consistency. Some adults become very uncomfortable with their own rising anger and take an overly passive attitude.

The adult's sullen protest to the child that "you can't make me angry" is unrealistic and often functions as an invitation to the child to escalate his behavior. The situation appears so boundless to the child that he becomes more agitated and more desperate.

On the other hand, it can be a helpful adult reaction to tell a child that you are angry and don't like what he is doing—sounding and looking appropriately stern as you say so. Reasonable anger is something a child can imitate more easily than boundless patience and complete impassivity in the face of fury.

Another possible intervention is seeking a legitimate Either-Or: "Perhaps we can find the Yo-Yo," for example, or "If you calm down, we can talk about the way I marked your paper." Usually it is advisable to indicate clearly the time and space bounds of the situation by saying something like, "You and I are staying right here until you are in better control. We'll get this straightened out before lunch."

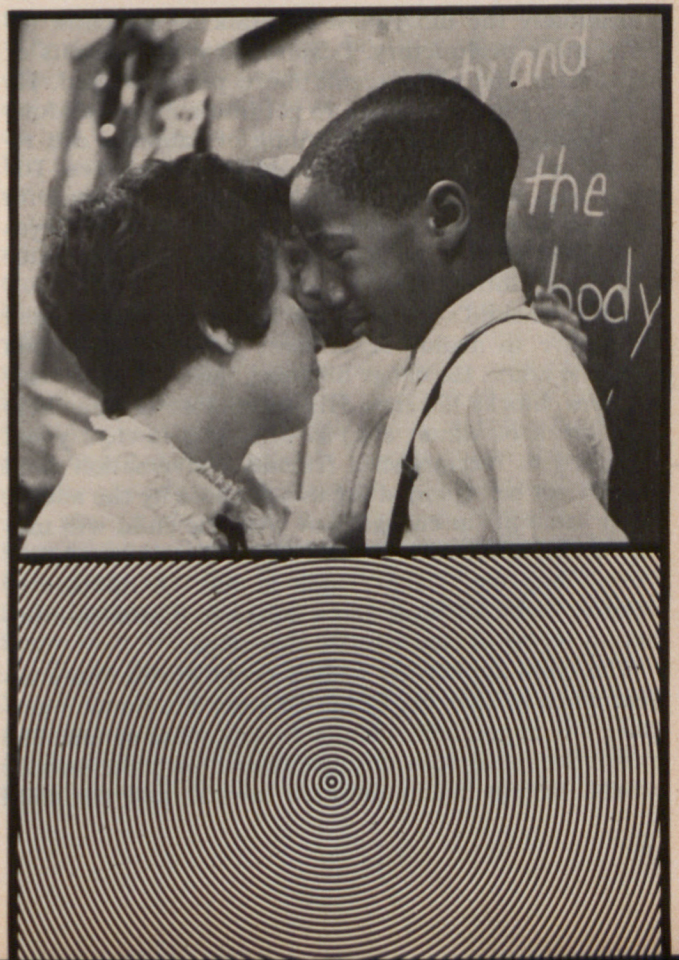
If these techniques fail to stem the tantrum, it proceeds to the next stage—a more primitive effort by the child to maintain some sense of self, despite being overwhelmed by the tantrum.

No-No

In this stage, the child makes it clear that although it is not possible for him to propose alternatives or to cause effects, he most certainly is *not* doing what you ask. He tends to decrease his proposals for action and to increase his negations (in word and deed) of your words and actions. If you pull his arm in one direction, he yanks it the other way. If you try to help him get seated, he stands up or vice versa. If you suggest quiet, he shouts.

Unable to hold onto a sense of self as a proposer of

Temper tantrums occasionally happen in the best of classrooms to the best of children. What can teachers do about them?



threatening action, the child now seems to be defending his sense of self on the grounds that he is not you. He defines himself by negating or doing the opposite of what you wish for him. It is clear that he is still struggling to defend his sense of self even in this primitive way. It is interesting to note that the behavior in the No-No stage is similar to the negativism of two- or three-year-olds—something we have come to understand as early strivings for a sense of independence by the child. It seems quite natural that a process which helps build the foundations of self should be relied on later in life when much of the self has crumbled, as in the tantrum.

Management Suggestions. The primitive functioning involved in this stage of the tantrum makes it difficult to deal with the child. The No-No stage is not a good time to tell the child how much you want to help him ("No, you want to kill me"), how much you still like him ("You *hate* me"), or how he will feel better soon ("I'm never gonna stop hating you.") About the safest position for the adult to take is based on the premise that the child wants to regain some self-control. This idea is conveyed to the child by saying something like, "I want you to be your own boss again" or "You can be in charge of yourself when you can say NO to all this craziness and thrashing around."

If a rudimentary sense of self-control develops at this stage, it is often possible to push the tantrum back to the proposing-alternatives (Either-Or) stage. If no comfortable control develops during the No-No stage, the tantrum gradually runs down, nonetheless. The struggling diminishes, and depression begins to replace aggression. The child retreats from the interpersonal sphere and draws inward.

Leave Me Alone

Gradually the movement and talk of the child become more perfunctory. Despite occasional bursts of negativism, the child seems more placid or sad. He may allow you to help him to get into a more comfortable position. Crying and yelling or taunting are replaced by a rather hollow distant-sounding voice. The adult who has stayed with the child has a peaceful moment and begins to notice the red face and red eyes of a tired child, who may accept an offer of water and a cool cloth.

Both the child's remarks and his movements suggest his desire to avoid—or at least curtail—interaction with the adult. He hangs his head, pulls his shirt over his eyes, blocks his ears. His acceptance of your help (the drink of water, etc.) is brief and is clearly not intended to reestablish a friendly conversation (and should not be exploited for this purpose by the adult). Your attempts at engagement with the child will usually be rebuffed with remarks like "Leave me alone," "Don't bug me," "Don't look at me." A mixture of relative calm, sadness, and a desire to minimize interaction seems to characterize this stage.

The child apparently suffers considerable inner defeat when neither his Either-Or's nor his No-No's produce any appreciable victory for his sense of self. The result seems to be a disengagement with the outside world. Energy seems directed inward, and the child pulls into his shell. He experiences a brief, poignant depression that should not be mistaken for the return of behavior control. Nothing terrible is happening, to be sure, but that does not mean that the child is really able to deal effectively with either your expectations or his own feelings. Don't return him too quickly to the classroom routine, or you may find him falling apart again.

Management Suggestions. It is important to respect the child's withdrawal during this stage. What you do say should be brief, quiet, and calm. The appropriate message is usually one of your availability, your concern for him, and your acknowledgement of his sadness. Don't ask searching questions or try to promote a responsive conversation. Indicating that the tantrum is over is often useful.

Hangover

This stage is really post-tantrum. Some children talk and look as if nothing had ever happened, except for showing a little fatigue and a slight redness of the eyes or face. To all appearances, these children have "shot their wad," blown up, ventilated in the extreme, and now seem in their usual condition. Their anger outburst seems to have cleared the register for new transactions. By contrast, other children look hung over. Their post-upset time is marked by guilt, annoyance with self, even some self-reproach. The hung-over child's visible reactions may range from indirect expression of the leftover feelings to a direct self-reproach for his behavior.

When it comes to tantrums, let us be clear that we are in favor of hangovers because they make it much easier for the adult to teach the child some alternative to a tantrum. It is especially valuable for the child and adult to share descriptions of the behavior that occurs during the Rumble and Grumble stage. They may help the child to become aware of some feeling or piece of behavior that can function as an anxiety signal. He can come to recognize his vague "black mood" as anxiety for which he can seek help from an adult. The adult can then help the child understand and manage his feelings of helplessness with behavior that is more manageable than a tantrum.

We have presented a view of the temper tantrum as a sequence of crises in behavior control beginning with an apparently sudden loss of control, and proceeding through a series of compensatory efforts that can be discerned despite all the noise and shouting. Our management suggestions are no cure-all; they do, however, suggest a course that the adult can follow which provides for both management and understanding of the child. At a minimum, the stages of a temper tantrum help us bridge the gap between psychological theory and real-life encounters with youngsters. More hopefully, they help us keep open communication with troubled or difficult-to-manage children, even in uptight situations. At best, they aid the teacher in becoming an ally to the child in his struggle to deal with an emotional crisis. If we succeed, we have been able to help a child become more emotionally competent *and* more accessible to learning. ●

ANGER IN CHILDREN

• In examining the characteristics of anger, two important considerations must be stressed.

1. Anger and anxiety may or may not be consciously recognized by the sufferer. More often, his feelings are repressed into his unconscious, and he is not aware of them. The indoctrination of children in our society against being angry or fearful is so strong that children deny to themselves their true inner feelings. Since the energy is still there, its outlets may take many different paths.

2. A peculiar feature of anger is that it can accumulate in a manner similar to the accumulation of electricity in a battery that is being charged or steam pressure in a boiler. This accumulated anger may not be visible at all, but it may express itself in roundabout ways or in a sudden violent explosion. At least once a year we read about a "model" boy who has committed a shocking crime. We also see it in quiet, shy people who occasionally "explode" emotionally in response to a trivial provocation. Anger is taboo in our culture, but this does not extinguish the energy within the body.

Let us examine the various degrees of anger. This knowledge will help us to be more alert in detecting hidden anger, in understanding this complex phenomenon and in getting hunches concerning how to help the angry child. For instance, a child who expresses his anger freely and openly but who does not hurt anybody may not have a heavy burden of anger; whereas a "mousy" child or a nonlearner may have a heavy load of anger.

The *extremely hostile,* furious, and vicious child is a disturbed indivdual who is beyond the help of the school. Such a child needs 24-hour supervision and psychotherapy. Since he is too sick for the school, he does not profit from it and actually poses a danger to others in the class. Referral to a social agency is needed for a child with this much anger.

Indirectly expressed anger within a child is revealed in his perennially pessimistic view of life: "Well, I hope nothing happens to you on this auto trip." "Are you well? You look somewhat pale." "Yes, she is a wonderful girl, but isn't it too bad that she has buck teeth?" The list is endless. This sugarcoated hostility may be unconsciously directed toward a single person, it may express a high degree of hostility within the child in general, or it may be a form of atonement, which is not real atonement at all because the child frequently does express his hostility in other ways. Some children develop headaches or other genuine physical symptoms that are really meant to enslave the family or spoil its fun.

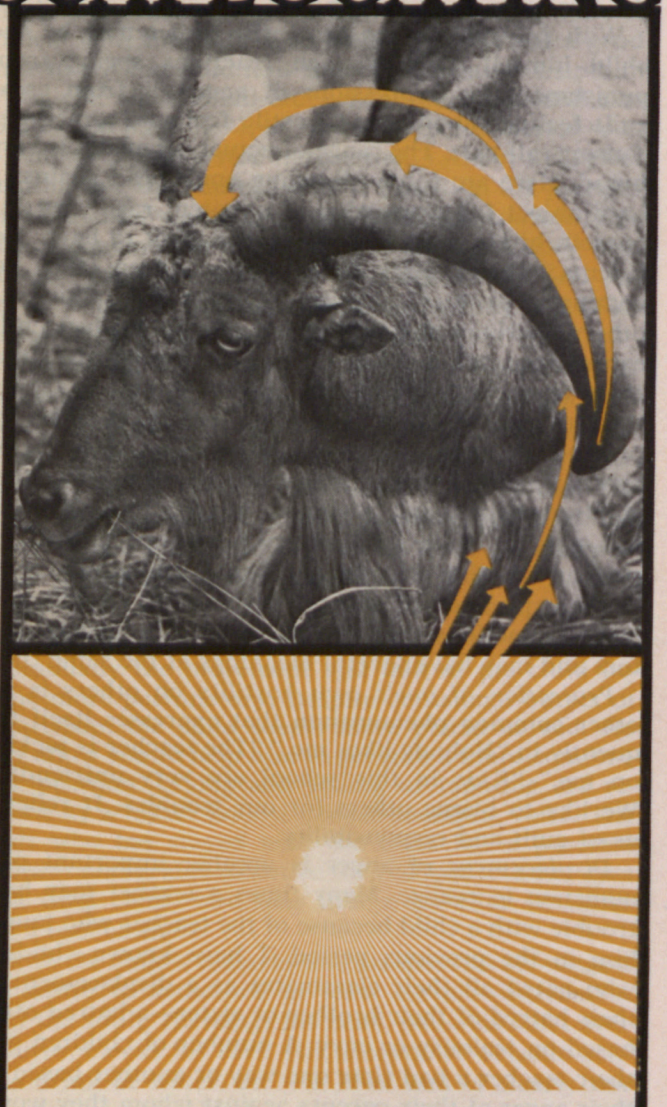
With *Internalized hostility,* the target may be the child himself. Usually such reactions spring from punishment for expressions of anger or from great guilt feelings about one's hostile feelings, sometimes causing self-hate. The range of actual behaviors is very broad. Here are a few: Banging one's head against a hard object (an expression of impotent rage), cutting oneself, biting one's knuckles, managing to have "accidents," shying away from other children (thus becoming a recluse), having difficulty in talking to others (perhaps for fear of ridicule or inadvertently expressing one's hostility), avoiding competitive situations (because winning may mean an act of aggression, although entirely different feelings may be expressed through fear of competition, too), being apathetic or depressed, managing things so that other children dislike you, having an unconscious desire to fail, plus an endless list of psychosomatic symptoms, such as vomiting or stomachaches. All these may enter in the expression of anger. These are all complicated human reactions that may be caused by several factors and may have several meanings at the same time.

Projection of one's own hostility on others is another common phenomenon that expresses itself frequently in "Nobody likes me," "The teacher is picking on me," "Kids in this school are very unfriendly." We like to blame others for our troubles. It relieves us of guilt and responsibility.

Displacement of anger is another important phenomenon to realize. Many times a teacher may have trouble with a child because of the teacher who taught him in the previous period. I have known children who hated all their classmates as a displacement of their hatred of their brother or sister—a hatred often based on jealousy or envy. A number of children give their teacher a bad time one way or another based on their anger at their parents against whom they would not dare to express their anger. This works the other way also. A child who is "good" in school but who fears and hates his teacher may be a hellion at home. Parenthetically, this is one of the many reasons why it is important for parents and teachers to get to know each other. •

—*From* Anger in Children *by George V. Sheviakov. Stock No. 281-08752. American Association of Elementary/Kindergarten/Nursery Educators, a national NEA affiliate. 1969. 75¢ a copy; quantity discounts. Order from Publications-Sales Section, NEA.*

SCAPEGOATING



BERYCE W. MacLENNAN, *chief, Consultation and Community Liaison Section, Mental Health Study Center, National Institute of Mental Health.*

• **In ancient times, tribal people would take a goat** and with great ceremony heap all their sins on its head and then drive it out into the wilderness. Thus, the scapegoat relieved a tribe of its guilt and freed it from dissension and punishment. In modern times, a scapegoat is essentially a person or thing who bears the blame for others.

Scapegoating is common—particularly in times of fear, frustration, or insecurity, when people are angry and tensions are high. It occurs in situations where the group climate is authoritarian, where the group leaders do not feel secure, where the group is composed of people of different status, and where communication is restricted.

The scapegoat is likely to be the one who is most different from the others in the group. Thus, a member of a minority group, an intellectual in an average group, an unaggressive person in a tough group, or a good child in a delinquent or rebellious group is a likely target.

The scapegoat is often, but by no means always, the weakest or the sickest in the group and vulnerable to attack. He may often provoke the anger and aggression of the group by his self-pity, his irritability, his sense of superiority, or his need for special attention. Anyone may be the scapegoat, however, and anyone may be the one who leads the scapegoating.

Scapegoating occurs frequently in the school and the classroom, with teacher, administrator, or student serving as scapegoat or acting as scapegoater, and teachers need to be able to recognize it for what it is.

Consultants from the Mental Health Study Center and members of the Prince George's County (Maryland) school staff have often found scapegoating to be at the heart of many of the conflicts between members of a school community. In their discussions of various problems, they have encountered some interesting examples of scapegoating in the school.

In one such discussion, Miss Merrihew, a fifth grade teacher, said she was particularly worried about Billy, who, although a conscientious, bright pupil, seemed very unpopular with his classmates. Whenever he started to answer questions, the other boys and girls snickered and made derogatory remarks about what he had to say. When the class was assigned group projects, no one wanted to work with him. There seemed no special reason for the class's attitude except, perhaps, that Billy was new to the group and extremely conscientious.

Billy didn't make any fuss in the class, but in the halls, cafeteria, and playground he was continually getting into arguments with teachers or fights with younger children. These disagreements seemed to be

The staff of the Mental Health Study Center consult regularly with members of the Prince George's County, Maryland, school system on problems related to staff and student relationships.
Dr. MacLennan at one time taught fifth grade.

related to the anger he felt toward classmates.

The consultant suggested that the group take a look at what was going on with the class as a whole.

"Who, for instance, is doing most of the cutting down?" she asked.

"Two of the boys seem to be the ringleaders," said Miss Merrihew. "Jim and John are the strongest and largest boys in the class and they really bully all the children. Both do poorly in their schoolwork and have strict fathers who beat them if they bring home poor report cards.

"Jim isn't very smart; and John is defiant, has difficulty concentrating, and is a poor reader. It seems as if both boys are taking their anger out on Billy, who, as a newcomer, has no friends or allies in the group. The other children are afraid to stand up to Jim and John and they join in the attack on Billy. Each one would rather see Billy be the scapegoat than himself."

The teachers suggested that if Jim's work were geared to his level of ability, he might be able to earn better grades and, consequently, be in less trouble with his father. John, on the other hand, clearly needed remedial help and possibly some counseling to discover what was really the cause of his difficulty in concentrating. Both boys might benefit from the teacher's showing more friendly interest and encouraging them to employ their leadership qualities in a more positive way.

The teachers then discussed how they would attempt to effect changes in the class as a whole. Someone suggested taping a series of incidents demonstrating how the children had been unkind not only to Billy but to each other. The class could listen to the tapes and discuss the importance of encouraging and helping one another.

Another teacher suggested that the class might divide into regular subgroups for projects in which leadership would rotate but everyone was expected to work together. If Billy, Jim, and John were separated, the rest of the children might learn to stand up better to Jim and John, and Billy might even make some friends in his subgroup.

Then the discussion returned to Billy again. He, too, was displacing his anger. Angry at his classmates for bullying him and at his teacher for letting them, yet too weak in the face of group pressure to deal with his problems in the classroom, he expressed his anger by annoying others who were less able to fight back or who had less influence over his life. The teachers decided to wait and see whether reduction in group pressure and a general discussion of human relations in the classroom would be sufficient to help Billy before recommending counseling for him.

Sometimes a youngster gets the reputation for being a troublemaker and is picked as the problem child in all situations. To understand why he is the one, it is necessary not only to consider him and his problems, but to analyze the total situation.

Betty was regarded by the staff of one junior high school as a troublemaker. When her case was presented to the Mental Health Study Center, she had just been suspended for fighting a white girl who had called a black student a "dirty nigger." When asked how she felt about her situation, Betty said, "The black kids are always the ones blamed. No one cares about us."

In the group discussion of Betty's case, many of the teachers admitted that they felt that the Negroes were more unruly than the white children. Also, they said there was a good deal of friction between blacks and whites in the school.

As the consultant drew these feelings out into the open, the staff began to realize that perhaps Betty thought of herself as a champion of her race at the school. They also saw that they had been denying the larger problem—the animosity between blacks and whites at the school—because they were unsure of how to deal with it.

Face-to-face with this broader issue, the staff decided to form a task force of teachers and students to try to improve feelings between the races. Betty was chosen as one of the Negro representatives. As a result of this recognition and the opportunity for more constructive communication and action, Betty's relationships with the staff and the students improved.

In another class Miss Jones, who was very much loved by the children, was about to leave to get married. The children were happy for her but also upset and rather jealous that she had chosen a mere man over them. Furthermore, they were anxious about having a change of teachers, but they had not talked about any of this.

When Miss Jones was absent one day, the children gave the substitute a terrible time, clearly making her a scapegoat to relieve their upset feelings. Fortunately, the next day Miss Jones said, "I hear you gave the substitute a hard time yesterday. What's the trouble?" The children said nothing, so she continued, "Maybe you're really angry with me because I'm going away and leaving you after all the good times we've had together."

Mary Jane answered, "We don't want you to leave."

"We're not angry; we're sad," added Tom.

"Well, we're all sad at parting and sometimes we're angry that the good times can't continue and that we have to make an effort to get used to a new person," Miss Jones explained. "I'd like to stay with you, too, because I've enjoyed being with you."

Then Miss Jones asked them about how they thought the new teacher would feel coming into the class, knowing that they would be missing Miss Jones. The children thought about this and concluded that she would be anxious. What could they do? Well, at least they would give her a chance. "But, oh, Miss Jones, it won't be the same."

"No, it won't," Miss Jones agreed. "But it can be good in a different way. We never lose the experiences we have lived through and we can go on to gain from new friendships."

The children were still not happy about the change, but they were now able to talk about it and were ready to plan their reception for the new teacher.

Sometimes a child will have special meaning for a

teacher and his behavior will stir up an old conflict. The following is such a case.

Jim went to his counselor. "I want a transfer to another science teacher. Nothing I can do will please Mr. Novoric. I really try, but he just shuts me up if I ask any questions. Whenever anyone is talking he always blames me."

The counselor brought this problem up at the weekly meeting with the teachers and the consultant. Mr. Novoric said that Jim was always trying to get attention by asking stupid questions and egging on the other boys to talk and that he was the laziest, untidiest, most irritating boy in his class.

But Mr. Freeman, Jim's English teacher, said he found Jim eager to please. While the boy sometimes did seem slow in understanding and asked some pretty obvious questions, Mr. Freeman thought he sincerely wanted an answer.

Mr. Novoric replied, "Well, I don't know about you, but he bugs me. Why don't we transfer him?"

The consultant had several choices: to agree that a transfer might be best, to suggest that Mr. Novoric assume that Jim was sincere and answer his questions, or to help Mr. Novoric understand what was especially annoying to him about Jim. She chose the last, because she knew Mr. Novoric was an honest person who could stand looking at himself.

She raised these questions: Why did Mr. Freeman and Mr. Novoric feel so different about Jim's questions? How did *they* feel about asking questions?

Mr. Freeman said that he had always been encouraged at home to ask about anything he didn't understand, but Mr. Novoric replied that his father had always insisted that his children think things out for themselves and would punish them if they asked questions which seemed irrelevant or unnecessary. At least, this had been true with all the children except his youngest brother, Henry, who seemed able to get away with murder. He paused a moment and then said in surprise, "I guess Jim reminds me of Henry."

"And how did you feel about Henry?"

"He used to make me furious."

"You would have liked your father to answer your questions, too?"

"Yes, I guess I would." A pause, then, "Maybe I should try that with Jim. Might be a good idea."

Mr. Novoric went back to his class feeling much more sympathetic and interested in Jim. He took the boy aside and suggested they try once more together. Jim was suspicious at first, but when he found Mr. Novoric meant what he said, they were able to develop a good working relationship.

In attempting to understand a problem in which scapegoating occurs, the total situation and everyone involved must be taken into consideration. Often the scapegoater must change his feelings and actions in order for the situation to change. Scapegoating can largely be avoided if feelings can be expressed where they belong and problems dealt with as they arise in their proper context. Free discussion and responsible participation in decision making are prerequisites of a healthy environment. •

In the feature starting on the facing page, the world's largest teachers association salutes parents, lets them know how much their help is really appreciated, and encourages them to do even more. Lighthearted in approach, the feature gives parents a chance to smile even while looking at the serious side of their "assignment"—support of schools.

A supporting filmstrip, "If the Shoe Fits . . ." is also available. Produced in full color with sound on a 12" 33⅓ rpm record, it is a 12-minute presentation that can be adapted easily to parent programs throughout the year. It is especially suited, however, for presentation during American Education Week, November 9-15, at which time the sponsors of the week call attention to the importance of public support with their theme "Better Education—Your Job."

As teachers and administrators, you will want to take the opportunity offered by AEW to show how the schools in your community work to achieve and maintain highest educational standards—and to commend those who help make such schools possible.

Other titles that discuss important school matters and answer questions frequently asked by parents appear on the order form. Also listed is the *Public Information Leaflets* assortment, which contains single copies of leaflets on current educational topics.

Please send me—	Pkgs. reprints (30 for $1)	Filmstrips
If the Shoe Fits . . . and	___(051-02158)	___(058-02160) $8
How To Get the Most out of School	___(051-02140)	
How You Can Help Your Child Get the Most out of School		___(058-02138) $7
How Good Is Your Child's School?	___(051-02122)	___(058-02120) $7
Your Child and College	___(058-01922)	None Available
Your Child and Discipline	___(051-01878)	___(058-01880) $7
Your Child and the World of Tomorrow	___(051-02078)	None Available
Your Child's Mental Health	___(051-01954)	None Available
Public Information Leaflet Assortment	___(058-02042) $1	

(See back page of feature for details.)

Filmstrips are 35mm and include narration on 33⅓ rpm record.

Payment must accompany all orders for $2 or less. Postage will be added to all billed orders. Send to NEA, Publications-Sales Section 78, 1201 16th St., N.W., Washington, DC 20036.

Total $_____ Payment enclosed ☐ Bill me ☐

Name:_____

Address:_____

City:_____ State:_____ ZIP:_____

A Salute to Parents from Teachers Everywhere

Here's to Parents

Parents, bless their boots, make the school wheels go round. Whenever there are rooms to be mothered, PTA's to be officered, trips to be chaperoned, curriculums to be studied, bonds to be voted, or campaigns to be campaigned, you'll find the Ubiquitous and Indispensable Parent—grumbling, maybe, some of the time, but always in there pitching with the teachers and administrators to make education more solid and meaningful for the children.

And before all *that*, the Parent was doing a thousand big and little things right around home to help his child get ready for a successful school experience.

So this is a sort of golden-slipper salute to all you parents out there. If the shoe fits . . . put it on.

Just for contrast, our salute to parents who support the schools includes a section on the "unsupporting cast of characters," some of whom you may have met along the way, and can remember—now—with a smile.

We Salute You

For those early years . . .

• when you sent him to school, raring to go like a small tiger in a snowsuit—a good breakfast under his belt, 12 hours of sleep behind him, a clean bill of health from the doctor, and the good feeling that you were in his corner, cheering him on.

• when you taught him respect for himself and for other people by listening to his ideas, by including him in family plans, and by showing him that every person is different. From you, he learned that while one child may be a fast reader, another is a whiz at paintings or puzzles or Ping-Pong—and that schools cherish and cultivate all kinds of skills.

• when you helped him learn some good ways to get along with others and gave him opportunities to play with other children and to meet adults outside the family circle. From you and from them, he learned how to play fair, do his part, and share willingly—attitudes his teachers also valued.

• when you helped him get a fix on the big wide world by taking him to lots of different places, by answering a stream of whys and hows, and by looking things up when you didn't know the answer—all of which helped him adjust more easily to the world of school.

• when you showed him that older people could be trusted—by being consistent in your rules; setting reasonable goals; letting him know what was expected of him; and respecting not only his person, but also his "property"—even if it did appear to be just a motley collection of bent nails, grubby stamps, and chipped aggies.

• when you played mind-stretching games with him and made available for his use clay, crayons, paste, music, scissors, old magazines, hammer, wood, and things he could count (like clothespins or bottle caps), all of which helped sharpen his sense of size, shape, sound, color—so important in beginning reading.

• when you showed him that books were important in your life and that he too could enjoy the adventures they offered. He "caught the bug" as you read to him

every day, talked about stories in his books, introduced him to the pleasures that the public library can make available to him.

• and, most of all, when you let him know you had confidence that he would enjoy school and do well there, that his teacher shared your confidence, and that if now and then things got a little rough, both of you would be there to help him over the hurdles.

For those middle years . . .

• when you tried to be objective about report cards —taking them seriously as a guide to your child's progress, but not pushing the panic button if he didn't get straight A's.

• when you leveled with his teacher in parent-teacher conferences by trying to convey your own very special understandings of what your child was like at home, and listened carefully to the teacher's discussion of what he was like at school.

• when you respected your child's need to have a quiet place to concentrate on his homework, helped him set the rules for getting it done (by *him*, not you), and took up any questions or complaints about homework policy with his school or teacher rather than with the neighbors or the newspaper.

• when, despite the fact that you were never very keen about some subject (math, say, or English), you tried not to convey this attitude to your child, and instead helped him to see how skills in the subject could assist him in other studies and in his out-of-school life as well.

• when you encouraged his scientific curiosity by letting him be a collector of rocks, insects, leaves, shells. Or when you went into "outer space" with him via the telescope, or "underseas" at the aquarium. But most of all when you taught him to develop a scientific attitude about everyday events by exploring broad general statements with inquiries like How do you know that's true? or Where did you get those statistics?

• when you helped him judge each person as an individual rather than as a member of a particular race, creed, culture, or color by curbing your own unthinking remarks or actions toward people who are "different."

• when you showed him the importance of keeping up with current events by being a faithful follower of newscasts on TV and radio, an inveterate reader of newspapers and newsmagazines, and a willing discusser of controversial issues.

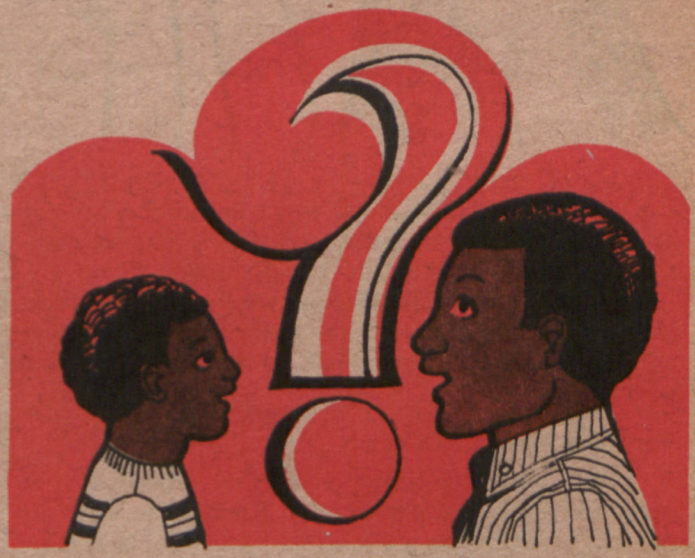
• when you encouraged him to take part in informal neighborhood sports of all kinds—swimming, bicycling, baseball, skating—and showed him that enjoying the sport and feeling fit were far more important than being a star performer.

• when you weren't alarmed to find that your child, who, up to age ten or so, had been happily engrossed in schoolwork, scouting, or his friends, suddenly showed enormous interest in trashy comics, sexy movies, and newspaper reports of lurid crimes. Recognizing this as his deepening interest in human sexuality, you tried to be honest in answering his questions about sex to help him develop a balanced and realistic point of view.

For those junior high school years . . .

• when you didn't try to make your child commit himself about a future career or even about a current lively interest because you recognized that this in-between time was designed to let your child try on any number of interesting possibilities for size—from playing guitar to writing poetry to politicking.

• when you were not unduly concerned with what



looked on the outside to be rebellion, defiance, or orneriness, aware that it might be a desperate effort on your child's part to prove he *is* somebody, not just an extension of his parents.

• when you realized that although he wanted to be his own boss, he also wanted you around when he needed help, and so you worked with him on setting reasonable rules for curfews, dating, and allowances, and then trusted him to follow the rules.

• when you were aware that your child was developing rapidly in so many ways—physically, sexually, mentally, socially, and emotionally—that these years can be real torture, especially for girls, who mature earlier than boys.

• when you accepted the fact that youngsters do not want their parents to be as deeply and personally involved in the junior high school scene as they are in elementary school and that visits to the school are more consistently made on invitation or by appointment.

• when you kept posted on the many tests your child was taking—mental maturity, achievement, aptitude, and the like—and, knowing these would be important to his future high school program, made it your business to understand their significance.

• when you maintained a friendly continuing interest in what he was studying and remained on the ready (but only when asked!) to discuss an assignment or to help out whenever he hit a snag.

• when you let him alone when he needed privacy to answer to his own satisfaction those urgent questions: Who am I? What do I really want?

• when you adhered to school regulations and practices, and when any of them seemed unnecessary or silly, you asked the principal or the teachers: How come?

For those high school years . . .

• when you gave your youngster elbowroom to make decisions, but also enough guidance to keep his mistakes from being the kind that hurt him or others.

• when you clung firmly, quietly, and consistently to a few essential standards of conduct, without playing heavy chaperon or demanding a blow-by-blow account of how he spent his time.

• when you sought help from teachers and counselors, knowing they were able to judge your youngster's abilities objectively and could usually tell whether he had set his sights too high or too low.

• when you encouraged your child to plan for the future and to realize that from ninth grade on, he was building an academic and social record that would be seriously weighed by colleges and prospective employers.

• when you approved his vocational interests and helped him discover the actual requirements of various fields, in order to enable him to base his plans on accurate information, not superficial impressions.

• when you sought to understand high school testing services designed to determine students' academic, vocational, and creative abilities and those required for college entrance and scholarships, and worked with your youngster and his counselor to decide which courses he should take.

• when you didn't stress the importance of college unless he had the interest or aptitude to make the grade, and when you didn't pressure him into applying to "the one" college. You realized that with more than 2,500 institutions in this country, any one of several would be right for him, for the courses he wanted to take, and for the condition of the family treasury.

• when you were a bit skeptical about a generation gap and didn't mistake beard, beads, bluejeans, boots, and the way the teen-agers looked on the outside for what might be inside their minds and hearts.

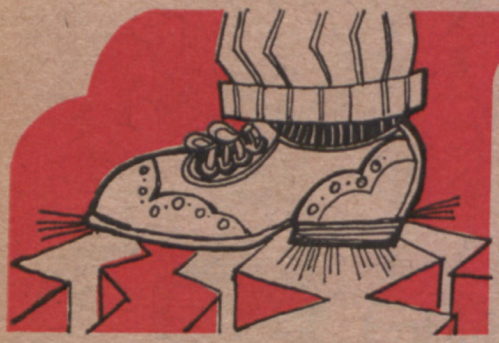
• when you went straight to the source—the school itself—to investigate rumors of race conflicts, student demonstrations, sex orgies, and drug rings; took the trouble to learn what actually *is* taught in courses on sex education and family living, English literature, and social studies; and actually read the books in the school library that somebody might have labeled communist, filthy, or racist.

• when you recognized that today's high school students are physically more mature and mentally far more sophisticated than they were in your day, and that some of their "demands" for more relevant courses, better teaching, and a greater say in their own school affairs are regarded as a healthy development by many school authorities.

Shoes Tell You a Lot About Children

As one sage put it, the only things children wear out faster than shoes are parents and teachers. You'll remember that first there were these and then came these and also these . Then it was time to get him ready for school for the very first time . Remember Little League — and the milestone of heels 'n hose in junior high? They grow up so fast . Already it's the senior prom and before you know it, graduation . It hardly seems possible, but all at once your child is getting a toehold on bigger things either by going off to college or by entering the world of work. And you were with him every step of the way.

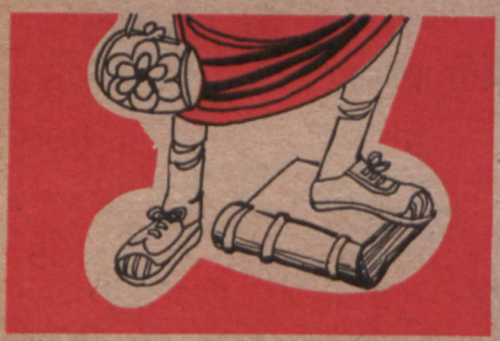
Your Footwork Was Great-



The Flat-Footed Harumph. He likes to put his foot down, especially when it comes to spending money. Thinks schools cost too much and is often found voting against school taxes and writing grumpy letters to the editor.

The Backward-Looking Standpat. Things are changing too fast to suit her tastes. What was good enough for her ought to be good enough for these kids.

The Forward-Looking Shake-a-Leg. She thinks the schools change too slowly. You'll find her kicking up her heels over every new fad that comes down the pike.

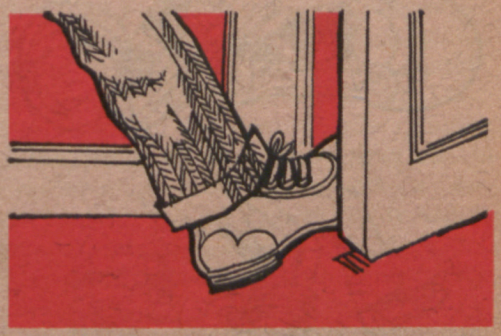


These are the *Little Old Ladies in Tennis Shoes.* Somehow they're always seeing red—in schoolbooks, school plays, schoolteachers, and certain school courses like S-E-X Education. You're apt to come upon these gossips in the school library underlining passages in *Catcher in the Rye.*

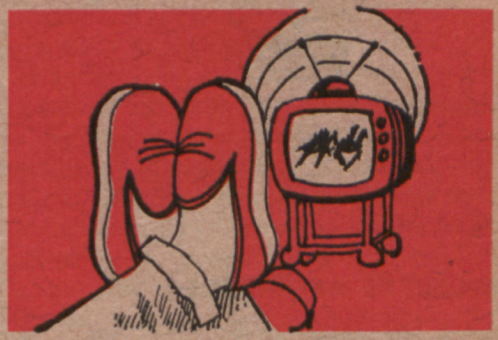
The Implacable Stomp is another you may recall. He wears out several pairs of shoes a year stomping off to the principal's office to complain about his child's grades, the teacher, too much homework, not enough homework—you name it.

ut Remember Some of Those Other Characters?

This is *The Itching Foot.* His foot itches because he'd like to use it to step hard on those school kids who don't conform to his notions of dress and behavior. He's dead set against beads and beards, miniskirts and mustaches, Levis and long hair, and thinks the principal ought to take "firm steps."



Here comes *The Angry Smolder.* Although something has convinced him that schools want no part of parents, he's determined to get *his* foot in the door, no matter what (and without bothering to knock). In extreme cases, the Smolders band together and often may be found marching in picket lines and making rude noises at school personnel.



The Apathetic Drowse is quite the opposite of the Smolder. The minds of both male and female varieties are filled with good intentions—to go to the PTA meeting, to work with the citizen-school advisory council, and to vote in school elections, but somehow they never get around to it.

Here's an old friend, *The Glass Slipper.* Tender-in-the-ego, this type is easily wounded when people (supposedly) step on her toes. Furthermore, she maintains that since her child takes after her, he must have special treatment from all teachers if he is not to be shattered by the rigors of school.

Fortunately for education, the characters just described are far outnumbered by people like you: the Four-Minute Milers, *the* Good Skates, *and the* Three-Legged Racers.

The Four-Minute Miler dashes briskly along trying to keep pace with current developments, figuring that if he's going to make intelligent decisions on hometown schools, he needs to know what's happening on the national track. He informs himself about ESEA, NDEA, Head Start, team teaching, the student protest movement, black studies, Coleman Report, Kerner Report, community control, national assessment, school finance, professional negotiation, and a host of important subjects that can affect his own child's education.

The Good Skate serves on school study committees, works for PTA, helps out on field trips, rings doorbells, speaks up at school board meetings, and generally helps things glide smoothly for parent, child, school, and community.

The Three-Legged Racer (who is undoubtedly also a Four-Minute Miler and a Good Skate) realizes right from the start that parents and teachers are linked together in a kind of three-legged race and that they must learn to move ahead in harmony if the child is to get the most benefit from his years of schooling.

Recognize yourself among these three? Of course you do. So if the shoe fits . . . put it on! •

SELECTED REFERENCES

Public Information Leaflet Assortment

This assortment consists of about 40 leaflets on topics in education of interest to parents and students, including "How Schools Teach Reading Today," "Pressures on Children and Youth," "Is Your Child Creative?" and "35 Ways To Help Your Child Learn." $1. Stock No. 058-02042.

New information leaflets for parents

"Is Your Child an Accident Looking for a Place to Happen?" Discusses common safety hazards and their prevention. Package of 30 for $1. Stock No. 051-02146.

"Leisure: Will Your Child Be a Doer or a Viewer?" Tells the need to plan leisure time in order to have a fuller life. Package of 30 for $1. Stock No. 051-02150.

"Making the High Jump." Helps parents and students to understand the transition from elementary to junior high school. Package of 30 for $1. Stock No. 051-02148.

"The New Social Studies." Tells what the new social studies are all about and how they are taught. Package of 30 for $1. Stock No. 051-02152.

"Rebels and Causes in the Schools." Discusses the causes of student unrest in the schools and tells what schools and parents can do. Package of 30 for $1. Stock No. 051-02154.

Reprints of this TODAY'S EDUCATION feature are available in packages of 30 for $1. In ordering this feature, use Stock No. 051-02158. Orders for $2 or less must be accompanied by payment. Shipping charges are added to billed orders. Order from Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, DC 20036.

Also available is a companion color filmstrip, *If the Shoe Fits . . .* Saluting parents for their help in support of education and encouragement to do more, the filmstrip is ideal for parent programs throughout the year and especially for presentation during American Education Week. The narration is included on a 33⅓ rpm record. Price $8. In ordering, please use Stock No. 058-02160.

Other reprints and filmstrips from the "Briefing for Parents" series can be used in a similar way. Reprints are available in packages of 30 for $1. Titles and stock numbers are listed below.

How To Get the Most out of School. Reprint, Stock No. 051-02140.

How You Can Help Your Child Get the Most out of School. Filmstrip $7, Stock No. 058-02138.

How Good Is Your Child's School? Reprint, Stock No. 051-02122; filmstrip $7, Stock No. 058-02120.

Your Child and the World of Tomorrow. Reprint only, Stock No. 051-02078.

Your Child and Discipline. Reprint, Stock No. 051-01878; filmstrip $7, Stock No. 058-01880.

Your Child's Mental Health. Reprint only, Stock No. 051-01954.

Your Child and College. Reprint only, Stock No. 058-01922.

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

Last year the faculty of our high school adopted a plan to control excessive loitering in the halls. Each teacher received a hall pass for his room—a good-sized piece of wood, painted bright yellow, marked with the room number. No student was allowed to leave the room without the pass, and the pass was issued only for trips to the rest room or the nurse's office.

Need for hall control is only one symptom of the unhappy state of affairs at our school. Behavior problems abound, and student morale is low. One day I started a class by asking the students to talk about what they thought was responsible for our troubles. Nobody had anything to say, so I dropped the subject and went on to something else.

In a few minutes, a boy got the pass from me in order to go to the rest room. I would never have noticed that he hadn't returned within a reasonable period of time if another student hadn't asked for the pass. Realizing that the first boy had still not returned, I went to the door to look for him and saw him approaching from the far end of the corridor. Walking to meet him, I asked where he had been. He replied angrily that he had used the boys' lavatory on the other side of the building because workmen were making some repairs in the one near our room.

"That's nothing to get steamed up about," I said.

He launched into a tirade. "I'm not steamed up about that. What bugs me is that you followed me and asked where I had been. It seems to me you've just answered your own question about what's wrong with this school. The teachers act as though the kids were prisoners. Why don't teachers have to use a hall pass and have someone snooping after them? A couple of my teachers always leave the room in the middle of the period to smoke and drink coffee or to rap with some other teacher. Nobody checks up on them. Students are just second-class citizens around here."

I tried to explain that by the very nature of things, teachers had certain privileges that weren't accorded to students, but my words had a hollow ring, even to me. Was our way of running the school really undemocratic, and if so, was that at the bottom of all our problems? I wondered. I didn't say any more and the boy went back into the room. I wish that I could have come up with a better answer for him.

Consultants' Comments

GENE STANFORD, *English teacher, Horton Watkins High School, Ladue, Missouri.*

The teacher in this situation might have responded to the student's angry remark with a statement which indicated that he understood his feelings and accepted them. To have said, "You seem to be annoyed with me for coming to look for you," would have accomplished this, whereas "That's nothing to get steamed up about" signaled to the boy that his anger was unacceptable and that the teacher was unwilling to listen.

The teacher could then have pointed out that another student needed the hall pass and that he had begun to worry that perhaps the boy had become ill. This explanation would have indicated a concern for his welfare rather than suspicion that he was loitering.

The boy's tirade about teachers' privileges could have been handled similarly. I believe that instead of trying to reply to the surface content of his statement, the teacher should have indicated understanding of the feelings it expressed. What was important in this student's statement was that he felt like a "second-class citizen" in the school. Instead of trying to refute his arguments about teachers' privileges, the teacher should have demonstrated that he understood and accepted these feelings.

The episode with the angry boy could then have served as a springboard for a lively class discussion of the "unhappy state of affairs" at the school. By openly telling the class about his conversation with the boy, asking other students for their reactions, and listening to them with understanding, the teacher might have stimulated enthusiastic, even heated, discussion, because the students would now have a specific incident to focus on and the assurance that the teacher cared about their thoughts and feelings.

Perhaps the school was undemocratic, as the teacher feared. For instance, no attempt had been made, apparently, to involve the students in suggesting ways to control excessive loitering in the halls. Giving students a larger voice in the formulation of school policies and listening closely to their ideas and feelings could do a lot to improve the climate of the school.

JOHN H. JACKSON, *coordinator, Department of Psychological Services, Milwaukee public schools.*

The teacher says he wishes he had been able to give the angry student a "better answer." His use of a ready-made answer approach instead of an open-ended one may have accounted for his students' reluctance to discuss low student morale.

The teacher's immediate problem was how to deal with the emotional reactions of the student in the corridor. His best course might have been merely to express his sympathetic understanding of the boy's anger over being followed and questioned.

His additional problem was that of trying to explore the implications of the incident. He might have artfully used this concrete situation as the stimulus for the kind of class discussion he had tried to generate earlier.

If the student in his anger was voicing the feelings

of his peers, the teacher might have had two major points amplified by his class.

First, they might have indicated to the teacher that the basic problem in the school was a lack of respect for students as persons. Being required to carry the large, brightly colored board that advertised that one was on his way to take care of elemental needs was probably humiliating. Challenging the student in the corridor without proof that he had violated any rules demonstrated a lack of trust.

Second, it is my experience that students will agree to school rules and regulations if teachers are not exempted. Teachers who leave their classrooms to smoke, drink coffee, and gossip demonstrate academic apathy and lack of responsibility for their charges. Everyone, teachers included, must be required to observe the legislation governing behavior. Impartial surveillance must be maintained at all times to encourge observance. Confrontation should take place only with individuals who have clearly violated specific rules or regulations, and then must be carried out with the utmost discretion.

The teacher should stand ready to report to the administration student suggestions from any discussion he encourages. If he is not prepared to do this immediately, he should start by sitting down with the student and helping him examine his thoughts about the incident; then, later, he could make a plan for a class discussion and eventual formalized action with the administration. •

A New Switch

LUELLA STROTHER, *former home economics teacher, Wendler Junior High School, Anchorage, Alaska, now residing in Casper, Wyoming.*

• **Ninth graders are full of curiosity. Last year at** Wendler Junior High in Anchorage, Alaska, the boys who were enrolled in shop wondered what those girls *do* in home economics class. And the girls were curious about what goes on in a shop class. Following the end of Christmas vacation and before the end of the first semester, they had a chance to find out—they switched classes for two weeks.

The experiment proved interesting. The girls familiarized themselves with many types of shop equipment and learned to use some of the smaller tools. They now have at least a nodding acquaintance with these tools and should be able to show an understanding of the subject in conversation with the boys.

Next the girls learned how to glue furniture and how to apply different types of wood finishes. They also learned something about the wiring of small kitchen appliances and how to wire an electric plug. The day on which they were to learn to change a tire turned cold, and the girls were more intent on keeping warm than in actually changing the tire, but they did observe the process.

"Susie's parents are no strangers to *me* after our weekly Show and Tells!"

Copyright 1967 by The Kiplinger Washington Editors, Inc.

The girls, on returning to their regular classes, expressed enthusiasm for the shop course and said they would have liked to have more time to work with different tools.

In home economics, the boys spent about two days on manners, covering situations in the home, in school, and in such public places as restaurants and movie theaters. They learned, too, how to make introductions. Though most of the boys were not yet dating, they were interested and curious about how to ask for a date and about courtesy on a date. An up-to-date filmstrip and record helped to inform them.

They spent a short time on a discussion of personal cleanliness that stressed ways of keeping acne under control. This led to a discussion of balanced diet and the nutritional requirements for a teen-aged boy.

During the second week the boys learned to sew on buttons, mend tears, iron, and bake cookies. Threading a needle proved to be quite a chore for some. After a demonstration on ironing a shirt and a pair of pants, the boys brought shirts and pants from home and labored over the ironing board. Most did a creditable job of ironing and also of folding their clothing properly.

Following an identification of the necessary kitchen equipment and a demonstration on measuring and using the oven, the boys spent two days making cookies. Heated debates arose over which kitchen group turned out the best cookies. The boys worked in groups of four and were really intent on getting a good product. They wanted to save half of the cookies for Friday when they were to entertain invited classmates and faculty members, but it took some effort to save enough cookies for the affair.

The boys were good about cleaning up the kitchens and putting things back where they belonged. When they worked in the kitchen, the noise was a little high in decibels, but there was no lack of interest.

The project generated a lot of interest throughout the school. Many feel that it would be a worthwhile addition to the regular curriculum, and Wendler expects to try the same exchange of classes again this year. •

AMERICAN HISTORY BLOWN OFF COURSE BY EIGHTH GRADERS

• **The Vikings saw America first.** They discovered Japan and Jamacia and claimed they discovered Greenland, but it was really part of Canada.

Eric the Red was a Viking leader. He was called Eric the Red because he sailed on the Red Sea a lot. His son, Leaf Ericson, was blown off course and discovered Finland.

All the Vikings wore odd kinds of hats.

Vikings and other early sailors sailed with an asterlobe, an insturment for finding the longatute of yourself. That is, it showed sailors where the sun, moon and stars were.

Cathay was another insturment for getting your longatute and latatute and for telling how far away the horizin is.

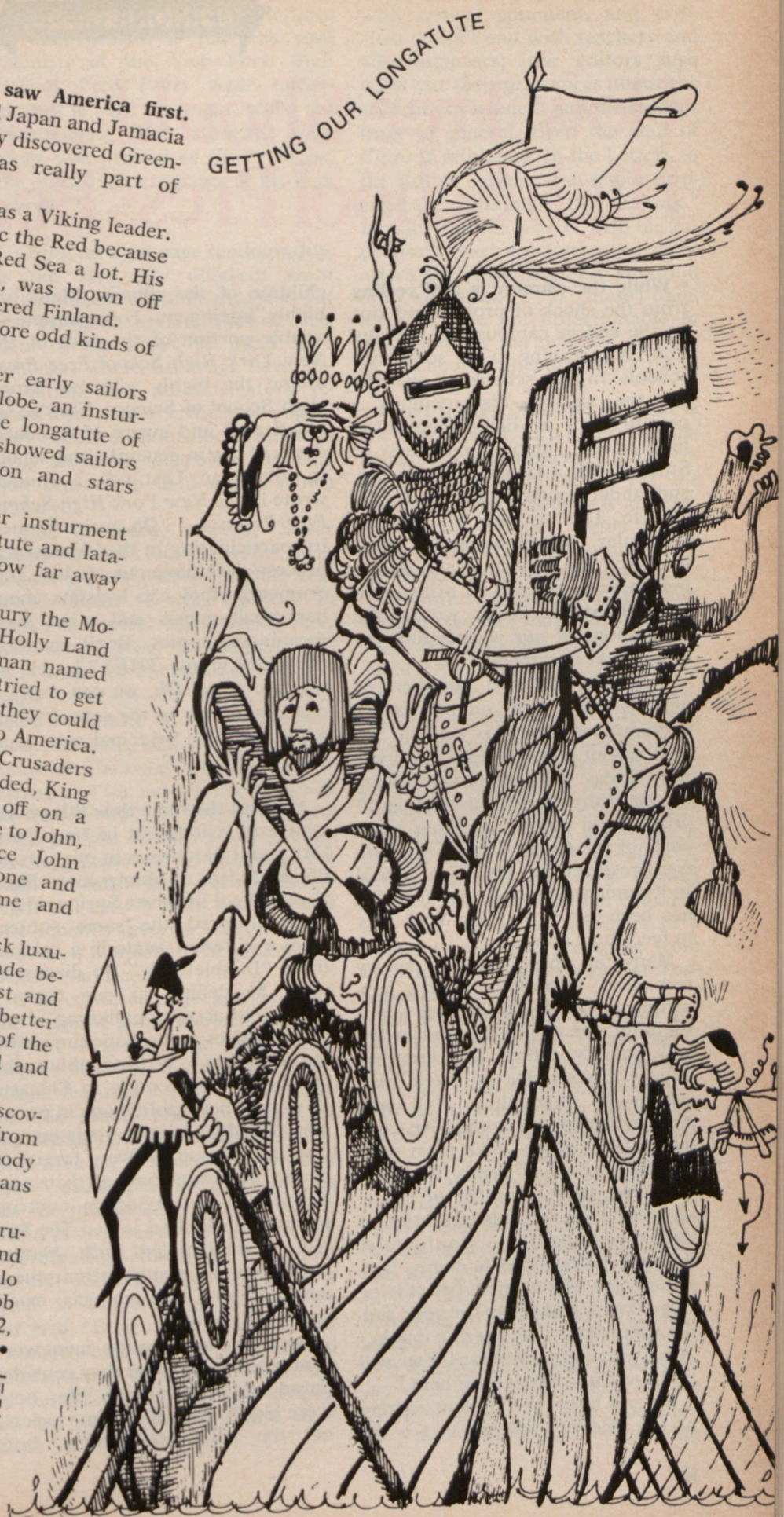
About the ninth century the Mohammeds overun the Holly Land under their leader, a man named Moslem. The Crusaders tried to get the Holly Land back so they could unite the world and go to America.

One of the greatest Crusaders was Richard the Lion Harded, King of Urope. Richard went off on a Crusade and left the throne to John, his greety brother. Prince John made a mess of the throne and Robing Hood had to come and straighten it out.

The Crusaders brought back luxuries which increased the trade between Asia and the Far East and made people want to find better ways to get to America. One of the Crusader ships was captured and used in going to the U.S.

Marco Polo had already discovered China. Marco Polo was from Venus, Italy, where everybody speaks in Italian. His name means "Great Khan" in the Italian.

Well, Marco Polo and the Crusaders were blown off course and all but one ship, the one Marco Polo was on, decided to stick to the job so they came to land on Oct. 12, 1492, and they called it America. •



From *Then Some Other Stuff Happened*, Bill Lawrence, editor; (C) 1969 by Western Publishing Company, Inc., by permission of Pegasus, a division of Western. The book is composed of excerpts from test papers and other written work collected during his teaching career by Mr. Lawrence, who is currently a history teacher at Dial Junior High School, Pine Bluff, Arkansas.

OPINIONS DIFFER

How Free Should the High School Press Be?

• **While the country is still reeling** from the shock of protest and riot on the college campus, the "revolution" is spreading to the secondary schools. In high schools all over the country, student discontent is a painful fact of life—independent high school unions, chapters of Students for a Democratic Society, and underground newspapers proliferate. The last are a source of particular consternation, for there is something very final and damning about criticizing in print, with or without four-letter words, the institutions of our society and the forces that run them.

Estimates of the number of underground high school papers vary, but one thing is certain: No high school is completely safe from the "threat" that one might spring up. So many are already rolling off presses and mimeo machines in all parts of the country that a student-run press service, the High School Independent Press Service (HIPS), has been set up in New York City to feed them copy.

Many of these papers convey teen-agers' outrage at what's happening in the world. Stories about Vietnam, the draft, law and order, and poverty reflect this concern. Others concentrate on their own school—its curriculum, staff, and extracurricular program. The copy varies from prose—"We must wipe out this school of death. We must wipe out those teachers of death, we must wipe out this education of death."—to poetry—"Conformist football heroes/Plastic teeny boppers/Faces affluent with lies./Living in a pizza world,/Pray for your saddle shoes/And your narrow minds./When you open your eyes/You will find/Individuality is rare here."

By and large, the student writers of the underground press are the children of the affluent. Many are highly intelligent. For example, a sizable portion of the staff of the *New York High School Free Press* attend the highly selective Bronx High School of Science. They're sophisticated and aware of the paradoxes of life in general—and school in particular. Last fall, a student wrote in the *New York High School Free Press*: ". . . Oh, we're trained for participating in the 'democratic process'—we have our student governments—they can legislate about basketball games and other such meaningful topics. Don't mention the curriculum—THEY'LL tell us what to learn. Oh, we can express our complaints in the school newspaper—but the principal says what gets printed. . . ."

At about the same time this young man was lashing out in New York City about paradoxes in our way of life, a student at Montgomery Blair High School in Silver Spring, Maryland, attacked the same subject from a different angle in a column titled "Doublethink." He discussed what he defines as our nation's "ability to accept conflicting ideals and practices at the same time without question." Writing about the Democratic convention in Chicago, he said, "There, politicians in power who proudly proclaim their opposition to communism were forced to openly illustrate some of their own techniques of staying in control: dissenters who had joined The System were handled with blatant parliamentary manipulation: those who had not, with tear gas, mace, and nightsticks."

Both of these young men were concerned about what they consider paradoxes in American life; both were highly critical of some aspects of the "Establishment"; both

Silver Chips

HHH wins poll despite apathy

Cafeteria complaints aired

Crowds and food are major gripes

SOC sets series of seminars

How progressive is Blair?

A look at County schools

'...Children are starving'

Students aid hungry Biafra

NEW ORLEANS TOUR

TEMPLE SCHOOL

Silver Chips

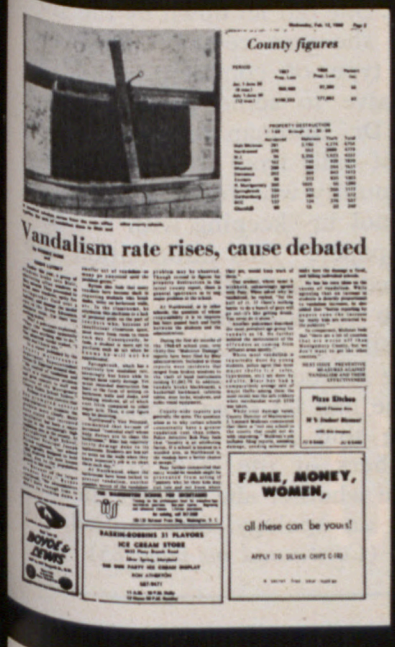
Beauties in slacks now prowl the halls

'Dialogue' sessions tried

New strike 'remote'

Unions dispute

Attendance changes again; found too 'time consuming'


County figures

Vandalism rate rises, cause debated

FAME, MONEY, WOMEN,

all these can be yours!

Paper Blazer

Practice: one week of hell

By Robert Shayne

turned to the written word to express themselves. But the difference in their dissent is that the staff member of the *New York High School Free Press* went underground to vent his anger, while the Montgomery Blair student's comment was printed in *Silver Chips*, the official student paper at his high school.

Chips, **an eight-page semimonthly,** is not strikingly different from other official school newspapers put out by staffs that are allowed freedom of the press. In other high schools—where students have imagination and administrators remain cool under criticism—papers carry stories about such topics as drug addiction, dropouts, Vietnam, and censorship in a school's own library.

And in many respects *Silver Chips* is not too different from school papers that are rigidly censored. Much of what appears in *Chips* is typical high school fare. Last school year, for example, various issues of the paper gave front-page coverage to the basketball team's winning of the state championship title, the student production of *Teahouse of the August Moon*, and the new course offerings in the curriculum. Features ranged from profiles of Blair's two foreign-exchange students to a story on the night school ("Blair Parents Moonlight as Pupils") to an article about the school's favorite pizza-maker—who also happens to be an English teacher and coach.

The editorial page and in-depth coverage of some subjects are not typical of the average high school paper, however. Last school year, *Chips* featured a series of articles on the causes and prevention of vandalism and took a comprehensive look at counseling services at Blair, which included three articles on the problems of the counselors from their point of view, plus a poll representing student opinion, and an editorial and cartoon on the subject. In the editorial, the editors advised, "Blair needs young, tuned-in counselors that are receptive to students and their ideas. Too many of our counselors now are turning off too many of Blair's best (and most troubled) students."

The editorial page often crackles with critical comment, and criticism doesn't end with teachers and administrators; the editors also point out their grievances about the student government and the student body in general. Even the staff of *Chips* is fair game. In the Letters to the Editor column, one senior criticized the column on "Doublethink." He said that the writer "with his 'expertise' in such matters, managed to attack the United States in situation after situation. . . . If [these] opinions . . . are not objectionable to you, certainly the printing of them in a school publication should be."

What makes *Chips* so unusual is the way its staff, its adviser, and the principal of Montgomery Blair cooperate in its publication. Yet, it's hard to analyze the way it all jells, for as one former *Chips* editor commented, "Everything about the whole operation is very informal."

Of utmost importance, it would seem, is the fact that William Brennan, the principal, and Dorothy Settle, the *Chips* adviser, respect the students and share a commitment to the philosophy that young men and women develop into responsible adults when they are given the freedom to grow. Their feelings come across without fanfare or sermons—and the students get and appreciate the message. In their final editorial, the 1967-68 *Chips* editors heralded Dr. Brennan and Mrs. Settle as "pioneers in a school system just emerging from academic and extracurricular conservatism."

Dr. Brennan reads the paper for the first time when it's distributed to the rest of the school population. He doesn't censor copy; yet once in 1967 the administration confiscated all the available copies of one issue of the paper. The teacher serving as adviser at that time found some material in it objectionable; he hadn't seen all the articles before the paper went to press. Dr. Brennan took the action he did because he felt that one of the stories was damaging to a Blair student. *Chips* staffers strongly objected to the action and some resigned, but according to a local paper, many of the student journalists felt "the incident was due in part to growing

pains as the role of a student newspaper changes."

Mrs. Settle deplores external censorship of any kind. She does approve of self-censorship, however, and tries to develop this quality in *Chips* staffers. She says that this is her most difficult task, for it may mean hours of discussion with a reporter who has a "juicy" story ready for print. At such a time, pub-office conversation turns from deadlines and story outlines to the ethics of responsible journalism.

Mrs. Settle reads what the staff writes, not so much for content, but for the way it is written. All the copy goes through the editors, who correct most of the errors in grammar or construction. In addition to working with the editors at the school, she spends a lot of time with them at the printer's. (Putting the paper to bed at the printer's each issue means that every other week *Chips* staffers spend almost all of Sunday as well as Monday evening—and sometimes Tuesday night—at the printer's.)

In her role as adviser of the paper, Mrs. Settle has met with some faculty criticism. "I'm used to faculty comment," she says, "because we have 125 members of the faculty, some ultraconservatives, some middle-of-the-roaders, and some liberals. This means that no matter what comes out in *Chips*, some faculty members are going to disapprove. Some really want to see a school newspaper like the kind they're used to—the high school papers of the thirties and forties that were really company papers."

As Mrs. Settle sees it, *Silver Chips*, a student newspaper, cannot be "legitimately criticized for expressing student opinion." At the same time, she believes faculty opinion has a place in the paper in the Letters to the Editor column.

Because Dr. Brennan and Mrs. Settle grant free expression to the staff of the paper, *Chips* reflects the attitudes and viewpoints of the staff and the student body at Blair. Naturally, therefore, the paper's personality changes somewhat from year to year. In its "High School Newspaper Pacesetters" series, *Graphics / Communications* featured the 1967-68 *Silver Chips* as a "hard-hitting, uncompromising, crusading, in-depth paper." That year, the paper reflected the special concerns of a staff that wanted to speak out on drugs, dropouts, race relations. But the 1968-69 *Chips* gave less attention to such controversial subjects because the staff felt the paper had already covered these areas.

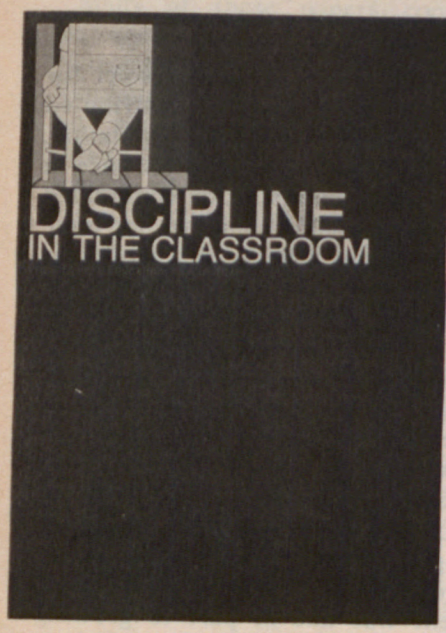
Despite many differences in specifics, *Chips* has been a liberal paper over the past few years. This seems to pose no problems, however, for those staff members who do not count themselves among the ultraliberals. As one such staffer explained, anytime *Chips* printed something he objected to, he would feel free to write a letter to the editor, and the staff would print it.

An incident last year demonstrates how principal, adviser, and staff react in a difficult situation. Just before midterm exams, *Chips* ran an editorial on that subject which began, "Oh, Christ, not again. Whip out the No-Doze, 5 sharpened pencils. . . ." Two weeks later an apology appeared on that same page: "The editorial staff of *Silver Chips* wishes to apologize to any of its readers offended by the language used in the examination editorial. . . ."

The story behind the editorial was that it had been written off the cuff at the printer's and that Mrs. Settle didn't see it until it was in print. She felt let down by the staff, who, she was certain, knew that this type of comment would be offensive to some people. And it was. Dr. Brennan received a number of calls from members of the community who felt that profanity was not in "keeping with a school newspaper." This information was relayed to the staff.

The editor-in-chief accepted responsibility for the editorial, because although she hadn't written it, she had let it go through. After being told about the complaints, members of the staff asked Mrs. Settle whether she wished them to print an apology. She replied, "It

(*Continued on page* 85)



Not so coincidentally, the NEA Publications Division has chosen September to announce *Discipline in the Classroom*, a paperback collection of outstanding articles on classroom control that have appeared in the NEA JOURNAL (TODAY'S EDUCATION) in recent years.

Helping children develop self-discipline is one of the most challenging problems for teachers at all levels of experience, but beginning teachers are probably the prime targets for mischief-makers. At least this is the way it seemed at the time to Emelie Ruth Dodge, one of the more than fifty contributors to this volume:

"As I stood before my first eleventh-grade English class many Septembers ago, a full-fledged teacher at last, I enthusiastically looked over the 30 pupils whose lives I was going to mold, and my heart sang, 'Mine! These are mine! I can do anything I want with them!'

"This power-mad era in my life was brief, but it was years before I realized that behind the silence and order of my first day of school were concealed 30 scouts reconnoitering enemy territory. In my case, the report must have gone back, 'Sitting duck!' "

Discipline in the Classroom has four sections: one contains articles of general interest on the subject of discipline; two are geared to elementary and secondary problems respectively; and one is a compilation of "Classroom Incidents." The last section contains selections from a JOURNAL series that presents accounts of how troublesome school-related incidents were handled, followed by critiques by consultants whose training and experience may enable them to contribute some illuminating insights into the problems.

Copies of the 124-page book may be obtained at a cost of $1.50 (Stock No. 381-11878) from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

A two-week program of courses chosen and run by the seniors is still generating waves of change.

MAXIMUM RESULTS FROM MINI-COURSES

ROBERT R. HAYWARD, *English Department, Hamilton-Wenham Regional High School, Hamilton, Massachusetts.*

• **Most of us are so used to bigness** today that we often overlook small, inexpensive means we might use to revitalize a school's curriculum and teaching methods. Experimentation in curriculum need not depend solely on federal funds or on summer workshops for teachers. A number of schools across the country, for example, have experimented with programs that let secondary students suggest curricular innovations and select their own courses for a short period of the school year. Our own experiment, a two-week, end-of-the-year program of courses sponsored, organized, and run by the 1968 senior class at Hamilton-Wenham Regional High School in Hamilton, Massachusetts, is still generating waves of change.

Confronted with a senior class of activists who vowed to "leave their mark on the school," Hamilton-Wenham Regional High School faced what has become a national problem in education. Our seniors found many of the traditional "rules and regs" stifling, much of the curriculum meaningless.

In our seventh year as a regional school of 750 for the twin towns of Hamilton and Wenham some 30 miles north of Boston, we were concerned: Would student unrest, or even worse, general apathy, cancel out our efforts to build a good comprehensive high school?

Luckily, a combination of circumstances not only saved the patient but made him healthier than before. First, the History Department persuaded the seniors to resurrect a virtually moribund student council and thus give democracy another chance before resorting to anarchy. The faculty, young in spirit as well as in age, was cooperative. The ad-

ministration was willing to listen. But the drive of the senior leaders is what really made change possible. Even though they would not be with us many more months to enjoy any reforms, they worked willingly to make education at their school a more meaningful experience for future students.

Through the student council, the seniors drafted a set of resolutions to present to the faculty. We expected their request that we abandon the dress code, establish freer study halls, and institute a program of independent study. In addition, they requested a series of meetings with teachers to talk about curriculum content and relevance.

At our first meeting, a group of about 25 seniors and teachers talked informally about student apathy. Some, it was agreed, comes from the many required courses faced by typical college-preparatory students, but students not preparing for college are even more "turned off" by the many courses they take that seem to have little connection with their future lives.

"Wouldn't it be great," said Dave, president of the council, "if we could stop all regular classes for a couple of weeks and just study things we want to learn?" His suggestion got such an enthusiastic response that at the end of the meeting Principal Peter Coffin gave the green light to begin planning how to implement it. Lynne Herndon, a quiet, attractive senior, volunteered to organize the two-week program, an offer that turned out to involve months of planning, paperwork, and persuasion.

At first look, mini-courses seemed a simple experiment to run: For two weeks merely stop all classes that consist only of seniors and have the seniors reschedule themselves into special mini-courses. But this was easier said than done. The biggest problem was the fact that in a school of fewer than 800 students not many teachers teach only senior classes. How, then, were we going to find enough teachers for a special two-week program for 150 seniors?

Undaunted, Lynne circulated a questionnaire asking the seniors what courses they would like to see taught. After tabulating the results, she sent the suggestions to the faculty. When they saw topics listed they had always wanted to teach, the teachers began to get really interested. A sophomore English teacher, freshly returned from a summer workshop, volunteered to give up her only free period to lead a course in experimental films. A teacher of juniors swapped study halls with a colleague to gain time to teach the major plays of Eugene O'Neill. Two biology teachers hesitantly agreed to tackle the sex education course wanted by a majority of the seniors. Home Mechanics for Girls, Cooking for Boys, and Economics of Daily Living were agreed upon as practical offerings.

As we teachers planned our mini-courses, we realized that if we were ever going to try a different approach, now was the time. Grades and required homework were the first traditional items to go. Most of us decided against any lecturing, at least by us. Since mini-courses were the seniors' brainchild, we asked the students what approaches we should use. One thing they wanted was art films, and so we arranged for an Ingmar Bergman film festival.

The excitement in the faculty room became infectious as teachers pored over catalogs, worried about budget (most department monies were already spoken for), and fought for audiovisual equipment. Many agreed that team teaching would be the best method to use for the mini-courses.

Since the experiment would take place late in May, one pessimist painted us a picture of seniors cutting school to go to the beach or predicted mobs of undisciplined teen-agers disrupting the whole school. Once the mini-courses began, however, the prophet of doom ate his words. Attendance was the best it had been all year. Riots never materialized; instead a revolution in thinking was taking place inside teachers and students.

All of us were surprised by which students signed up for what courses. Freed from the stigma of homogeneous grouping, many of our not-bound-for-college seniors elected the more intellectual mini-courses. (Used to their apathetic performance in general classes, we were amazed by their sophisticated handling of difficult subjects in mixed discussion groups. They sometimes outdid the brightest seniors in their penetrating observations about Bergman's *The Virgin Spring* or his *Smiles of a Summer Night*.) On the other hand, several college-bound boys signed up for the cooking course. Other top students signed up for the two-week art-appreciation course or learned the rudiments of touch typing.

The honest, professional way that our biology teachers conducted the Seminar in Sex Education pleased the seniors, judging from their candid unsigned evaluations of mini-courses afterwards. Thrilled by a straightforward approach, frank answers to questions, and honest discussion of a touchy subject, some seniors were surprised to discover for the first time that teachers can be human beings too. We were human, all right. Between preparing and teaching all-new material, using every extra period in the day, and living through the excitement of those two weeks, most of us teachers were exhausted. Fortunately, our exhaustion was tempered by a sense of achievement. One English teacher announced, "This is the first time I've ever taught kids who wanted to be in my subject. It's wonderful!"

Before we really had time to gain much perspective on our experiment, our seniors had left us. Consequently, between semesters this past school year we tried a program of mini-courses designed especially for sophomores and again planned by the students themselves. Their requests for topics emphasized "doing" subjects, such as poetry writing, film making, scuba diving, and dramatics, but a surprising number of students indicated an interest in religion, philosophy, and contemporary social problems.

To make this well-balanced program possible would require more teachers than we had the year before. When word of this got around, people in the community who were familiar with our previous experiment offered their services. Mothers of our students volunteered to mon-

itor study halls to free teachers. A professor from a nearby college wanted to teach philosophy to 15-year-olds for a change; our young mathematics teacher's wife, a former English teacher, loaned their new baby for the school nurse's child-care course while she, in turn, taught a course called the Now Sound, which involved using ballads and records. A neighboring school loaned us two of their film-education teachers and three trained students for our film-making mini-course. A local expert on China shared her experiences. One of our gifted seniors taught a small group in creative writing. With all this outside help, the course selections almost doubled those we had been able to offer the seniors.

When the sophomores returned to their regular classes, we saw some effects of their mini-courses. Film making, for example, continued after school and on weekends. The youngsters who visited a school for retarded children as part of their mini-course were so moved that they volunteered to give their spare time to work there.

The May 1969 senior mini-course program brought our school even closer to the community. In addition to the courses taught by local volunteers, many other "visiting experts" came to the school. During a two-week period seniors heard from three ministers, a priest, a theology student, a psychologist, a psychiatrist, a psychiatric social worker, a lawyer, a disc jockey, a group-sensitivity expert, and an artist.

Of the many field trips held, perhaps the most unusual was the final project of the Outdoor Recreation mini-course. The seniors enrolled in this course did all the advance planning for a mountain-climbing expedition; then the last weekend of the course, put their knowledge to use by climbing Mt. Whiteface in New Hampshire.

But the possibility of utilizing community resources was best realized by nine seniors who were chosen for the mini-course in marine ecology. A biology teacher who had always wanted to get his students out to the nearby beaches and tidal marshes hit upon the plan of having an all-day mini-course for seniors who were willing to focus two weeks on a single endeavor at these natural laboratories teeming with marine life. Chosen solely on the basis of projects they had proposed, nine students left for the beach each morning on a variety of observing and collecting expeditions. Back at school after lunch they cataloged their finds as they read reference books relating to their work. By the close of two weeks, they all agreed that their outdoor classroom had been infinitely more valuable than "hours of classroom lecture and reading," as one boy put it. Another boy wrote, "Many people think science is a lot of hard work. They are right, but it is also fun." In a P.S. at the end of her evaluation, the group realist wrote, "Wet, salty, frozen, but happy!"

Our third program was the best yet: It offered more courses, took less time to plan, and operated so smoothly that it hardly affected the rest of the school. Department lines were crossed. (The head of our Science Department spent a wonderful time teaching pre-Shakespearean drama.) Even the few teachers who were not happy with their courses look forward to trying a different approach next year. Favorable student comments focused on the chance mini-courses gave them to "do their own thing."

However, before mini-courses become a tradition with us, we should decide if they have any real value or if they are simply another gimmick. In my opinion, they have benefited our curriculum, teachers, and students. Although the main offerings in our program of studies do not look revolutionary, some quiet but important revisions have taken place. For example, sex education, using mini-course methods and materials, is now incorporated in the standard biology course. The Music Department now offers a full semester elective in music theory. The departments of history and English are busily studying the possibility of a changeover to a partially elective basis. By intention, the senior humanities elective is heterogeneously grouped as well as team-taught.

Other mini-course techniques are being used in regular classes, too. One teacher is experimenting with a pass-fail system of marking. Teachers are more inclined than heretofore to enlist student help in planning units of study. Impressed by the videotape equipment borrowed for our second program, the school committee authorized the purchase of our own system. Even our most conservative teachers are backing a more flexible schedule, and some of us are questioning the validity of homogeneous grouping.

Aside from curriculum and teaching methods, teacher morale is better since mini-courses. Go-it-alones have seen the gains in cooperating with other teachers. Departments and department heads have much more understanding of the needs and problems of the entire school. All along the line people are listening. Teachers are listening to students; the administration is paying more attention to teachers' ideas. Certainly more of the community is tuned in to the school.

But let's not forget the students. Mini-courses were created by them and for them. How have they benefited by the program? First of all, mini-courses represent for them a clear example of change brought about by democratic, nonviolent means. The students directly involved in the planning of mini-courses had a chance to see why education cannot always make sweeping changes overnight. Students discovered truths about their own peers. Said a middle-class suburbanite: "After hearing those black students from Roxbury speak in the course about urban riots, I can begin to understand why blacks are so bitter today." Finally, mini-course students gained some insight about the true meaning of education. One evaluation said, "Being *allowed* to learn instead of being made to learn changes everyone's attitude. This is how all education should be structured."

It seems that despite the disruption of the regular schedule, despite the extra work load on teachers, and despite the fear that mini-courses would be just another frill to obscure the 3 R's, in our school at least, they have hastened reforms that might have taken years to achieve. •

IT'S
A
BLUE-JEAN KIND
OF
PLACE.

Warehouse School

TOM KAIB, *associate editor*, Sunday Magazine, The Plain Dealer, *Cleveland*.

• **A big old warehouse in downtown Cleveland juts out** of a maze of parking lots, one side scarred by the tumbling bricks of its dead neighbor—buried by urban renewal.

Its own death has been scheduled by the city planners, but decrepit as it looks on the outside, the old building is very much alive inside, for this warehouse is a school. Known as the Supplementary Educational Center of the Cleveland public schools, it's a school without tests, without bells, and without regular teachers. It's instant integration. Not yet out of the experimental stage, the Center is—so far as we know—the first of its kind in the nation.

The old bricks have been scrubbed and painted bright. It's still a warehouse, but now it's crammed with learning. Take Juanita Brandon's section on the second floor, where she and her youngsters are discussing America's past:

Twenty-seven hands knife the air wildly, and 27

bottoms squirm impatiently on the wooden benches. The shining faces grimace to hold back, just knowing if they can't yell out an answer soon, they'll bust.

Seen a cow? Seen a COW? Man, everybody's seen a cow! No, not everybody. Two little girls and a boy look gloomy, and their hands lie limply in their laps.

"Well, if you haven't seen one before, you do now," Mrs. Brandon tells the trio, and the clouds begin to break. "Come on up here and we'll meet this one."

They hesitate, and she walks quickly across the barn to take their hands. "Come on, now." Cautiously they pet the papier-mâché cow.

"Now who knows how to milk a cow?"

Three or four hands shoot up; then one squirmer breaks bounds and leaps up. "All right, Roger, get the pail and milk this cow."

As Roger goes to work, Mrs. Brandon cons the class into hearing the milk squirt into the pail. Then Roger jerks too hard and a teat comes off in his hand. He holds it up—dismay smeared all over his face. Mrs. Brandon laughs, Roger's teacher laughs, and the class roars. The ice is broken.

"Well, he really did know how to milk that cow," says Mrs. Brandon.

As the laughter dies down, Mrs. Brandon shoos them out of the barn and into the log cabin beside it. The old cow just stands there, indifferent to losing part of its anatomy. It's happened before, and it will happen again when the tape comes loose.

Mrs. Brandon, who taught gifted children for five years after teaching music, dreamed up the barn and cabin idea to teach the youngsters about the pioneers. Other teachers built it with the help of some carpenters. Coordinator Vincent Presti went on a scavenger hunt to furnish the area.

"When we heard that a department store was cleaning out its display room, we hired a small van and went over there on a Sunday morning in dungarees. The store gave us so much stuff that we filled the van three times. And we've used everything . . . manikins, an old coffee grinder, stage flats, wagon wheels, and some fairly valuable antiques that they just didn't have room for."

One of the teachers, Barbara J. Daniel, fitted out an old-fashioned railroad station to teach transportation. Another teacher built and stocked a general store and later constructed an entire pioneer street in facade. In addition to teaching slide- and film-making as well as art, the art coordinator and an art teacher turned the unfinished fifth floor of the warehouse into a workshop where they are constantly turning out new props.

Every teacher at the Center, handpicked for creative flair and special interests, has assistants—a former Peace Corpsman who is now a law student, for example. And the teachers write their own programs.

On the third floor is the science section, where students learn about flight, weather, the heavens, biology, and sound. There is a planetarium surrounded by space hardware from the National Aeronautics and Space Administration, including Mercury and Apollo space capsules and Mariner 4, the skeleton of a Piper Cub airplane with workable controls, and a simulated submarine which descends. Here science comes alive for the sixth-graders.

Each day between 300 and 350 youngsters from every school in the city, public and parochial, attend the Center. Youngsters from the predominantly black East Side and from the white West Side are thrown together in small group activities. The Center brings them together; the kids do the rest. Even lunch is part of it. "The youngsters bring their lunches. The eating period is a highly important part of the day," says **Donald Quick, director.** "We do nothing to force mixing here; it just happens naturally."

On Saturdays and after school hours, special music classes are held for other grades. Every nook in the old warehouse is used. For example, violin lessons are given in a freight elevator; trombone lessons, in a stairwell. Even three- and four-year-olds are taught violin in a program involving their parents.

The Center was conceived by Paul W. Briggs, superintendent of schools, who used its concept in Congressional hearings on President Johnson's education proposal in 1965. His testimony is credited with helping pass Title III of the Elementary and Secondary Education Act that provided the cash to run the Center. (Now that Title III has run out here, the Center is supported locally.)

Dr. Briggs' idea involved having a headquarters for activities and studies that could not be carried on in neighborhood schools because of limitations of space and personnel. When the idea had been run through a think tank of school officials and leaders from various community groups, the superintendent brought in Mr. Quick from the Parma school system to head the Center when it opened in October 1966.

Typically, the Center draws on resources in the community. For example, members of the Cleveland Orchestra and faculty people from area music schools provide special instruction for the music students. Then there is the concert series—live music played by professionals and tailored to the needs of the students —that involves 55,000 to 60,000 youngsters a year.

In addition, the Red Carpet Concert Series enlists volunteers from the Cleveland musical community, each of whom chaperons four talented youngsters to a concert of the host's choosing.

When the boom finally falls on the old warehouse, the school system plans to relocate the Center in a permanent home, now being designed. (Everything in the warehouse is movable, including a $15,000 topographical map of Cuyahoga County and an old-fashioned movie theater.) Needs of a greatly expanded program have been outlined to involve more pupils, more grades, and more subjects.

Representatives of many urban school systems in the nation have toured the Center. Many told Mr. Quick they were going back home to look for a warehouse—and some skillful teachers who are willing to wear blue jeans once in a while and who believe in miracles. •

Driver Education That's Different

Top photo: Students inspect their cars before leaving on a night-driving exercise. Above left: A student checks on an "accident victim." Above right: The author communicates with the cars by two-way radio.

NORMAN GESTELAND, *chairman, Driver Education Department, Janesville (Wisconsin) High Schools.*

• **This school term the Janesville, Wisconsin, public** schools are offering an expanded driver education program. Students will have both classroom (theory) and on-the-road, behind-the-wheel (laboratory) instruction during the regular school year.

For some time in the past, classroom driver education has been required for all tenth grade students, but on-the-road, behind-the-wheel instruction has been offered as an elective in the summer, and only about 70 percent of the eligible students were able to take advantage of this instruction.

However, when Congress passed the Highway Safety Act of 1966 and the Wisconsin legislature enacted a law requiring driver education for people under 18 who wish to apply for a driver's license, the staff and administration of Janesville's two high schools felt the need of an expanded program. They recommended instituting a driver education course during the school year that would be able to handle nearly 100 percent of the eligible students for both classroom and behind-the-wheel instruction.

Some townspeople thought tax money should not be used to provide any driver education in the high school. As with so many other communities, our city was facing a rather stiff tax increase. The local school board, at a regular meeting, held a public hearing on whether to continue driver education or discontinue it at the end of the school term.

Although the meeting was held in a rather small room, several hundred people were on hand to defend driver education. Influenced by many parents, students, teachers, and other interested persons who spoke in behalf of our program, the school board voted unanimously not only to retain driver education but to expand the program as recommended by the

This article was obtained through the joint efforts of the NEA National Commission on Safety Education and the American Driver and Traffic Safety Education Association, an NEA department.

administration. The City Council—the final authority in determining the total school budget—was also persuaded to approve the budget without reduction of the driver education portion proposed by the school board.

Much of what is taught in Janesville's driver education course is typical of similar courses in high schools throughout the country. Attitudes, laws, and theory are covered in the classroom phase of driver education. Community resource people are a valuable part of this phase. In a panel discussion, a local policeman, a deputy sheriff, and a state highway officer explain the operation and jurisdiction of their departments. They also stress highway safety procedures.

In addition to use of filmed sequences in simulators (devices that resemble the driving compartments of cars), the on-the-road, behind-the-wheel phase of the course includes several important exercises that are, we believe, somewhat out of the ordinary.

One entire lesson is devoted to entering, traveling on, and leaving a freeway. Another exercise is the wheel drop. Students are instructed to drive off the edge of the road onto the shoulder and then to drive back onto the road several times at various speeds to get the feel of how the car reacts. The teacher talks the pupil through the first trial and then helps with advice if necessary on the others. In addition to the wheel drop, students practice panic stops until they learn to stop in the shortest possible distance.

How to handle a car in the event of a high-speed blowout is another important lesson. A special device inside the training car enables the instructor to suddenly let the air out of a tire through special holes—producing a "blowout" equivalent to one caused by a three-inch gash in a sidewall. After taking a student through several dry runs in a closed area to familiarize him with the correct response when a tire is blown, the instructor trips the valve on the device.

Another unusual aspect of the driver education program at Janesville is our night-driving exercise.

Begun in 1965, it consists of a three-hour drive through several small towns and two cities of over 40,000 population. Cars are usually sent out in groups of three, with four students to each car. Each student drives about 45 minutes.

An amber light on the top of each car helps identify our vehicles. Instructors are in voice contact at all times with the cars through a two-way radio system. This system is the heart of the night-driving exercise. (It is also a very valuable safety aid. One calm day we had to alert our entire 17-car fleet to a tornado warning; within two minutes, all cars were on their way to cover.)

During a typical night exercise, each group encounters a series of problems, all of which are designed to test the students' ability to cope with driving dilemmas.

- To give students practice in yielding to an emergency vehicle, a sheriff's deputy assigned to us stops each car. He then checks the learner's permits.
- Each small group of cars comes upon the scene of an "accident." A wrecked car (donated by a local dealer) is in a ditch against a tree with smoke pouring from the engine compartment. Two "bleeding" victims are in the car.

Our students go into action. Some set up flares and road guards to warn oncoming traffic; others rush for the fire extinguishers in the car trunks. Students check the victims' pulse; try to determine the seriousness of their injuries; and treat for shock, covering the victims with newspapers, blankets, and a seat cover. Two students head for the nearest farmhouse to call for help and identify the location of the accident. The instructor may offer advice, but generally he merely observes how the students put into practice what they were taught in the classroom.

- In another incident, the students come upon pedestrians walking along the edge of a county trunk road—one dressed in light clothing, the other in dark. Invariably, the driver notices only the pedestrian clad in the light clothing.
- Later on in the evening, each car meets an automobile with only one lighted beam. This car (driven by one of the supervisors) crowds the oncoming student vehicle to the shoulder of the road. An automobile also follows the student car with its lights on bright to see if the young driver can properly adjust his mirror to reduce the glare.

While all these situations present a certain degree of danger to the student, we feel that it is realistic preparation for the hazards he will face later on when he is driving alone.

A unique aspect of our driver education program is our work with the mentally retarded. Many citizens of Janesville are interested in this project—and so are some out-of-towners. Muriel Humphrey, the wife of the former Vice President and the grandmother of a retarded child, visited our driver education classes for the retarded.

The special students who participate in this program receive many hours of instruction on the simulation equipment. They also drive cars, trucks, and vans on our large multiple-car driving range and have some experience on the road as well.

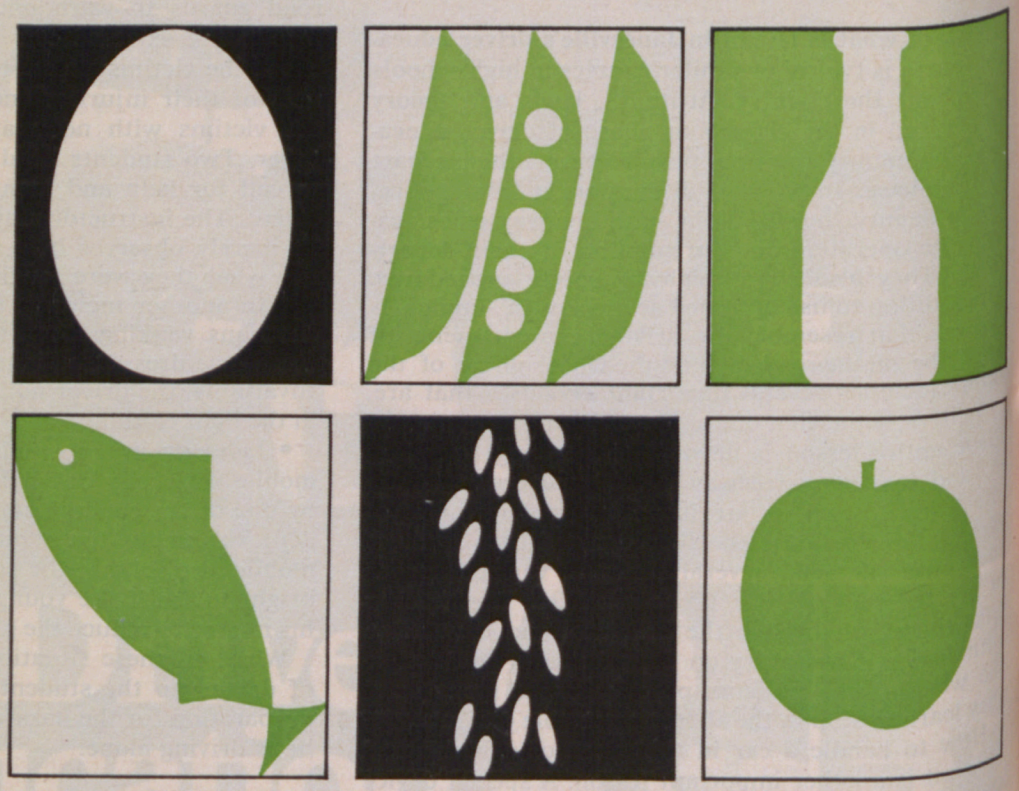
One mother told me that driver education has finally given her son an interest in life. After completing the course, he was able to get a job as a stock boy and delivery truck operator. He takes pride in his work and is a very careful driver—an attribute his employer wishes each of his employees possessed. For the first time, the boy feels equal to his classmates: "I have the same driver's license as anyone else."

This boy also takes pride in helping with family expenses. Since this program began, several other special students have also gained employment and have been able to help provide family income.

Driver education is regarded as a valuable part of the curriculum at Janesville High School. The board of education decision—backed by so many teachers, students, and local citizens—to offer both classroom theory and on-the-road, behind-the-wheel training to almost all our students indicates that driver education will be held in even higher regard. •

YOUR HEALTH

FOOD FACTS



C. G. KING, *emeritus professor and special lecturer, Institute of Nutrition Sciences, School of Public Health and Administrative Medicine, Columbia University, and president of the International Union of Nutritional Sciences.*

Last school year, TODAY'S EDUCATION *featured several articles on health, such as "A Heart-To-Heart Talk," November 1968; "What Do You Mean 'Tired'?" February 1969; and "Exercise for Physical Fitness," April 1969. The following article on diet by C. G. King, introduces this year's series. In future issues, various experts in fields related to health will discuss topics that may prove interesting and informative to* JOURNAL *readers.*

• **Research on foods often yields** valuable findings, and right now it is resulting in particularly important discoveries. For example, we are finding that food deficiencies (especially protein deficiency) in infants and very young children may result in irreversible injury to the brain. Conversely, consuming too many calories early in life apparently induces an excessive development of fat storage cells in the adipose tissue and a sustained tendency to overeat, which increases the hazards associated with 7 or 8 of the 10 leading causes of sickness and death in economically "favored" populations like ours.

Between the extremes of not enough or too much, one can readily establish food practices that conserve health and add greatly to the enjoyment of life. Where are the peaks and pitfalls?

Scarcely anyone except a research or administrative scientist needs to plan specific meals on the basis of exact quantities of about 45 essential nutrients. There is a built-in safety factor in that all living things, both plant and animal, have much in common in their composition. That is, most of the essential human nutrients—mineral elements, vitamins, amino acids, and energy sources are at least present.

For example, nearly all lean meats, fish, eggs, milk, and the germ portions of seeds are excellent sources of good quality protein, mineral elements, and water-soluble vitamins except vitamin C. The same is true of fresh green leafy foods, which are also a food source of vitamin C and vitamin A; but they tend to be relatively high in cellulose and water content. Many nuts, whole grains, and other seeds are good sources of protein, minerals, and water-soluble vitamins (except C), but in those with a high starch or fiber content, the required nutrients are diluted, and the protein quality often is not as high as in the animal sources. Incidentally, baked potatoes are better balanced in total nutrient value than most people realize.

It is possible to have variety, enjoyment, and good nutrition while keeping an eye on the budget. A dinner composed of a meat, fish, egg, or cheese main dish, accompanied by a salad with dressing, a cooked green or yellow vegetable, baked potatoes, bread, and a fruit dessert is packed full of nutrition but need not be expensive.

Skipping meals as a means of

avoiding overweight or saving time is not a good idea. The most common result of this practice is overeating at the next meal or relying on frequent pick-me-ups of candy, coffee, or soft drinks, which only complicates the situation. A hamburger or cheese sandwich with a glass of water or a glass of milk or fruit juice is a much better approach. A bowl of soup is also an excellent basis for a light meal.

A fundamental weakness in our national meal patterns is to eat a normal meal that supplies the essential nutrients, including enough energy, and then to consume a calorie-packed dessert rich in sugar and fat that puts on excess body fat. Alcoholic drinks also pack in calories.

The situation with respect to excess body fat is far more serious than is recognized generally. A baby is born with very little stored body fat and its greatest requirement for normal development is good quality protein for general growth and muscular development, along with calcium for skeletal growth, plus enough energy food and all the other nutrients essential for health. There is no need to be fat, but since the infant's mineral stores are rather low, it is advantageous after a few weeks to supplement breast feeding or formula with mixed foods, such as fruit juice, comminuted cereals and vegetables, and perhaps eggs or meat to maintain a good balance. There is much evidence to justify a strong emphasis on breast feeding for at least a few months.

Individuals who were overfed as infants have a lifelong tendency to overeat. This leads to obesity, which, in turn, leads to increased risk of diabetes, "hardening" of the arteries, cerebral strokes, coronary heart disease, greater risks during surgery, liver and kidney failure, cancer, increased physical suffering as from arthritis, and a shortened lifespan. Why these correlations exist and the search for techniques to identify the early trends toward such diseases are areas for intensive research, but in the meantime this does not justify failure to be intelligent and diligent in forestalling the trend toward such penalties.

Telling the public that calories don't count merits classification as a crime, much like the campaign to cast doubt on the health penalties that are induced by cigarette smoking and the use of "dope."

We cannot as yet evaluate the exact importance of physical exercise in preventing obesity and in accomplishing gains in health, but there is abundant evidence that the relationship is important.

The evidence is clear that a reasonable intake of polyunsaturated fat is essential for health. The problem centers on an intake of one or more of three specific fatty acids: linoleic, linolenic, and arachidonic. The first of these can give rise to the other two, but the body cannot reverse the process, so the primary emphasis is given to the first one just named, although the third one (arachidonic) is known to be an essential constituent in the membranes that are characteristic of animal cells.

Linoleic acid appears to be the precursor of a series of about 20 hormones that normally have important functions in human and other animal bodies. Although the optimal intake of linoleic acid is not well established with regard to different age groups or varying circumstances, evidence suggests an intake in the range of 2 percent or more of total calories. Hence there is justification to use such edible fats and oils as furnished by soy, cottonseed, corn, peanuts, sesame, sunflower seeds, and fish, all of which are rich in linoleic acid. Human milk normally contains more linoleic acid than cow's milk does. Coconut oil, cocoa fat, and many animal fats are low in content of linoleic acid or arachidonic acid.

One of the problems in applying the science of nutrition is to keep in mind that every material that one eats can have three stages of quantitative significance: (a) In very small quantities there is no observable effect whether the substance be strychnine or table salt; (b) at some higher level, increased quantities will give evidence of benefit or injury; and (c) in further excessive quantities each ingredient will cause injury.

To illustrate: Iron, iodine and fluorine are frequently deficient in American diets, as observed in terms of anemia, thyroid enlargement, and tooth decay, respectively, but a large excess of any one of them would be injurious. In contrast, lead, DDT, and oxalates are not recognized as beneficial at any level of intake, although lead and oxalates have always been present in foods in very small amounts, and DDT (a stable insecticide) is now often present in very small amounts. Hence there is always need for public education about food practices. Farmers, industry, and government authorities cooperate to assist the public in obtaining food intakes that are adequate for optimum nutritional health and safe in a practical sense from material that would introduce an unnecessary risk to health.

At the present time there is public concern and active study by scientists about the possible risk of injury from excessive consumption of artificial sweeteners, salt, and sodium glutamate, all of which are added as flavoring agents and subject to easy control. Saturated fats, white flour, and sugar accompany many of the most nutritious and delightful foods. They are fine in moderation but subject to abuse in a quantitative sense.

In dealing with diet, one needs to follow practical guidelines and to avoid being alarmed by extremists, who rant about the dangers of artifical colors, anti-oxidants to prevent rancidity, and a host of flavoring agents, although all of these are used in our foods within the bounds of safety. The last seven mineral elements discovered to be essential nutrients in "trace" quantities were all studied for several decades because they were injurious in larger quantities.

Let me conclude by repeating that good nutrition does not need to be expensive. This is evidenced by the report from a careful survey of food practices in a fairly large midwestern college town. When the quality of food intake by individuals in family groups was correlated with family income, the graduate student families were lowest in both family income and in food costs per capita (even below those on relief), but they had the highest rating for nutritional value. •

AN EXPERIMENT IN COMMUNICATION

Again this year, TODAY'S EDUCATION *is carrying a monthly series of "Interaction Briefs" aimed at presenting sensitivity-training techniques to teachers. They are prepared by staff members of the NTL Institute for Applied Behavioral Science (formerly National Training Laboratories, a division of NEA and now an autonomous organization associated with NEA).*

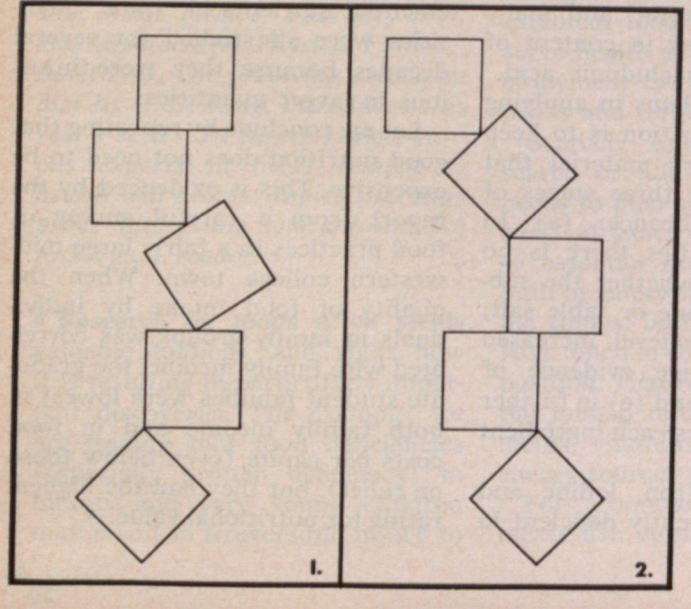
The Briefs are designed for use by a wide range of ages and in a variety of school situations.

• **"Interaction" Briefs is an example of one-way communication:** The authors tell the readers something, and there the communication ends. A lecture, written instructions for a test, and memos are other familiar examples of one-way communication, the success of which depends entirely on the clarity of the initial message and the readiness of the reader to receive it.

In *two-way* communication, the receiver of a message can ask for clarification or elaboration, and both sender and receiver can benefit from the increased mutual understanding that results. Discussions and question-and-answer periods are examples of two-way communication.

Two-way communication isn't always possible, because it requires direct contact and is time-consuming. It is unquestionably superior to one-way communication (especially in the classroom), because it encourages students to ask pertinent questions and teaches them to be better communicators.

This month's "Brief" demonstrates these facts. The exercise below, which takes 40 to 45 minutes, is suited to students beginning with upper elementary grades.



Proceed as follows:

1. Before class, on separate pieces of paper copy each of the two drawings shown on this page. On the chalkboard, make this chart:

One-Way Communication Time_____		Two-Way Communication Time_____	
Estimated Accuracy	Actual Accuracy	Estimated Accuracy	Actual Accuracy
5			
4			
3			
2			
1			
0			

2. If time permits, begin by asking students to discuss what communication is and how it works. Explain one- and two-way communication and introduce the demonstration as a way of highlighting differences.

3. Have the class choose a person who can give directions clearly to be the sender. Tell each student to have a pencil and paper and to be prepared to follow the sender's instructions.

4. Place the sender out of sight, but within hearing of the class. Give him Drawing 1, and instruct him to try to describe the diagram so completely and clearly that each student can make one exactly like it. Tell the students they are to follow the sender's directions without any communication with him or with each other. Note the time when the sender begins.

5. When the sender has finished, record on the chart how long he took. Then find out how many students think they have drawn all five figures right; four right; three right; and so on. Record the responses on the chart.

6. Ask students to describe, in a word or two, how they felt during the demonstration and how they think the sender felt. Have the sender do the same.

7. To demonstrate two-way communication, give the sender Drawing 2 and have him face the class. Again his job is to describe the diagram clearly and completely. This time, however, the receivers may ask questions and the sender may reply, without gestures.

8. Repeat steps 5 and 6. Then show the drawings to the class, by copying them one at a time on the chalkboard.

9. Have each student score his actual accuracy. To be correct, a figure must be the right shape and in the proper relationship to the other figures.

Typically, the following results can be observed:

1. Two-way communication takes much longer.

2. Two-way communication results in greater accuracy in the students' drawings.

3. In one-way communication, the sender feels relatively confident; the receiver, uncertain or frustrated.

4. In two-way communication, the sender often feels frustrated or angry; the receiver, relatively confident.

Compare these observations with the results your class achieved and close with a discussion of the relevance of the experiment to oral and written reports and to small group work. •

FROM DALLAS TO PHILADELPHIA

ANNUAL REPORT OF THE NATIONAL EDUCATION ASSOCIATION

JULY 1968 TO JULY 1969

ISSUED BY NEA BOARD OF DIRECTORS

Today's NEA Members—Agents of Constructive Change

These are difficult, almost desperate days for educators. Never has there been a time in education when the problems have been more complex or the need for change more urgent. Beneath the surface of conflict, however, lies a potential that is rich in promise of productive results. To achieve this potential requires determined efforts on our part, but we are equal to the challenge. The united teaching profession has been built on more than a century of determination and dedicated effort by millions of members of this great Association. Today's NEA members face the future with no less determination and dedication, coupled with far greater competence and professional know-how than ever before.

The National Education Association is not content to wait for something to happen; it is making things happen. While addressing itself to the urgent demands of human relations, urban education, legislation, the defense of teachers' rights, and the general advancement of the teaching profession, NEA is coming to grips with problems of internal structure and program development. The profession now has massive resources at its command. The job ahead is one of mobilizing and directing these resources with precision and purpose. The reorganization of NEA's vital internal machinery will be a long step in that direction. The increasing pace of unification also reflects this concern.

Even in the midst of unprecedented growth and prosperity, this country has some serious problems. Our public schools and the educators who serve them are our best hope, perhaps our only hope, for the solution of these problems and consequently a new and better society.

The demands of a rapidly changing world have given rise to a "new breed" of educator—more knowledgeable, more competent, and better trained than at any

Adapted from a longer report distributed to delegates at the NEA Philadelphia convention in July. The report highlighted NEA activities since the Dallas convention in July 1968. This shortened report is appearing both in TODAY'S EDUCATION (the Journal of the National Education Association) and in many state association publications. For reprints of the feature, write to Membership Development, NEA.

time in the past. He is also more concerned with and involved in the world around him and he is more willing to speak out on issues vital to education and to the national welfare. Too long have we sat back as victims of haphazard change.

Today's teachers are determined to be an active part of constructive change. Their intentions, viewpoints, and goals are being amplified a millionfold by the National Education Association and its powerful affiliates.

Quality education for everyone is the only answer to the grave social dilemmas that confront us. It is the intent of your leaders to see that this cause is advanced; that not one inch of ground is lost as we pursue a course which will culminate in equal educational opportunity and a better life for all.

Americans and American educators in particular must not shrink from the task of changing the world's outdated patterns and institutions. In the past, we have sometimes delayed entering the fray until disaster loomed, but with courage and a common commitment we have always succeeded. We are now involved in an all-out attack on educational problems. For the first time, teachers, administrators, and citizens have a chance and an obligation to be equal partners in this venture. Let us finally come together for the solution of the real problem in this decade and the only hope for the future.

GEORGE D. FISCHER,
NEA president
SAM M. LAMBERT,
NEA executive secretary

A Year of Unrest

Unrest intensified during 1968-69 as students—particularly at the college and university level—and teachers called for changes in American education.

The demand for decentralization, most loudly voiced in New York City, is making itself heard in other big city school systems as 1969-70 approaches and opens the door to a new decade of educational problems. The big question is: Is there time to learn from what is happening in New York City and elsewhere?

And what about problems of school desegregation, which are more complex now than they were in 1954 when the U.S. Supreme Court handed down its landmark decision?

The Vietnam War continues to take its toll in lives, and, at the same time, depletes the nation's financial resources. Adding to education's ills is the high cost of living caused by inflationary prices, rising interest rates, and the federal surtax on personal income.

Priorities

In early January, education leaders representing all major segments of the organized profession met at a priorities conference at the NEA Center. The participants—including classroom teachers, state association officers and staff, local association representatives, NEA officials and officers, and representatives of NEA's major departments—urged the NEA to "continue the momentum" of the past two years and to develop an even more vital role for the future.

The leaders called for expansion of NEA programs for the professional and economic benefits of teachers throughout the nation. They made the following specific proposals to NEA as steps on the road to a stronger, more comprehensive, and completely unified teaching profession:

- Plan for and fund a program to build and operate strong local education associations including a joint local-state-NEA funding formula to make a professional staff member available to every 2,000 unified members in the nation.
- Offer with every membership an economic benefit, such as liability insurance, accidental death insurance, or a discount on Association publications and special services.
- Expand and make more visible the services offered in the 11 NEA regional offices.
- Use the political strength of the Association to help elect those public officials who have consistently supported education.
- Build up a large fund—perhaps $25 million—to use in emergency situations for the protection of teachers.
- Establish a tax-exempt foundation

which could solicit and administer grants and bequests and use the funds for the instruction of children.

- Project the NEA into a position of national leadership in finding solutions to the big problems of education—in promoting instructional improvement; in designing, developing, and promoting innovative programs in schools and colleges.
- Develop a research network so that local, state, and national associations can work together to improve educational standards, teacher training, and the status of the profession.
- Find ways to expand communications with members at all levels, including a mechanism for two-way communication and effective use of data processing.
- Provide an intensive, broad leadership training program for local, state, and NEA staff members, officers, and leaders.

Dues and Unified Membership

In order to finance programs adequately, the Representative Assembly voted in Philadelphia to increase membership dues from $15 to $25, effective 1970-1971.

We have made great progress toward unified membership during the year. Thus far, 22 states have adopted unified membership. Fourteen additional states have made unification plans. When the teachers of America belong to one unified profession through payment to their local, state, and national unit, they will be in a position to speak with a single voice.

Our objective is unification of every state, with an enrollment of 2 million members by 1972. This objective, if achieved, would make teachers one of the most influential groups in the nation.

Unification increases the power of the teaching profession to improve the quality of education—an increasingly important objective to offset negative pressures from outside the profession.

Unification also removes causes of competition and conflict among various segments and levels of the profession that often lead to inefficient use of resources; allows total professional strength to be focused on problems at any educational level; increases resources of money and staff available to state and local affiliates in regular and crisis programs; saves time and energy in collection and transmittal of memberships; and provides for free-flowing communications— among local, state, and national units.

(By the end of the year, NEA membership had passed the 1 million mark for the third consecutive year, even though NEA dues had been increased from $10 to $15 as of September 1, 1968.)

Critical Issues

Problems in education facing NEA delegates at Philadelphia were underscored early this year at NEA's summit conference on the critical issues that affect American education.

Called by Elizabeth D. Koontz, then NEA president, the meeting brought together some 300 diverse conferees who, amid occasional turbulence and clashes of ideas, told of ways in which NEA can and should change the face of American education.

Speaking out on social, economic, and political issues, the conferees said that the NEA should support school decentralization and closer school-community cooperation; it should back the idea of unequal funding as the only road to equal education in America; and it should develop, in cooperation with state associations, a strong political arm that would support candidates, provide political training, and help state affiliates develop their political muscle.

President Koontz

Mrs. Koontz told the conference that NEA "must be an agent of change and cannot and will not remain aloof from the struggle and human turmoil taking place in this country."

NEA Executive Secretary Sam M. Lambert asked conference participants to use their combined ability to suggest answers to the "morass of trouble that now threatens the very foundation of this great nation." The time has come, he told them, for a major overhaul—"because in certain areas, you and I know that the public school is no longer doing the job."

Mrs. Koontz, who had felt that the critical-issues conference deserved top priority during her administration, was appointed by President Nixon as director of the Women's Bureau in the U.S. Department of Labor just before the conference.

President Fischer

George D. Fischer, the Des Moines, Iowa, high school teacher who succeeded Mrs. Koontz as NEA president, brought to his new post an unusually diversified background in education and other fields. In expressing his feeling that NEA is a dynamic organization that is going places, he says, "NEA must speak out in a clear, militant voice so that all society knows of our decision to move.... We have yet to really flex our organizational muscles for the kids and teachers of America."

Among some of the priorities Mr. Fischer has urged are: uniform national standards of teacher certification, professional upgrading in training and standards, higher teacher salaries, and increased teacher status in the community.

Field Services

NEA, with its headquarters staff of more than 700 professionals and nonprofessionals, uses various means for taking care of the needs of more than a million members.

In 1968-69, for instance, the Association opened three new field offices, bringing to 11 the strategically placed regional offices that provide direct services in every state of the nation. In all, 29 professional staff members are now stationed outside of Washington, D.C.

As part of its efforts to bring the national unit closer to its members, NEA has also added an organized mobile team of field workers who operate from an office near Chicago and are available on instant no-

tice to assist local and state associations in any state. Another innovation by NEA this year was the addition of two regional press, radio, and television coordinators and a specialist in human relations problems.

NEA field personnel provide many valuable services to local and state associations as they travel from state to state within their region or from Washington, D.C. They dealt with a multitude of problems this year, including negotiating master contracts, providing legal services, helping in teacher representation elections, providing assistance in nearly every phase of classroom instruction, and assisting locals in strike situations involving local affiliates.

The number of local associations affiliated with NEA rose to more than 8,800. Many received help through materials developed by the Division of Affiliates and Membership, through staff consultation, and the self-evaluation service. The Task Force on Local Association Structure did much to help build stronger local affiliates.

Representation Elections

NEA affiliates continued to pile up victories in teacher representation election contests with the teachers union. Between September 1968 and March 1969, NEA affiliates won 22 and lost 14 elections. The victories won by NEA affiliates were: Columbus, Dayton, Youngstown, Springfield, Barberton, Hubbard, Yellow Springs, and Berea, all in Ohio; Denver, Boulder Valley, Mesa Valley, and Greeley, in Colorado; South Bend, Indiana, where the NEA affiliate ousted the union; Valley Stream and Island Trees, on Long Island, New York; Rockford, Champaign, and Moline, in Illinois; Norwalk and Wethersfield, in Connecticut; and Paterson and Paramus, in New Jersey.

Legislation

On the political front, NEA this year initiated some sweeping educational proposals.

If enacted, two NEA-sponsored bills—a federal negotiation statute and a $7.75 billion federal assistance bill—will have a great effect on the teaching profession and the entire American educational system.

The April news conference announcing a federal bill requiring negotiation between school boards and organizations representing teachers was the most exciting one of the year for NEA. The bill, which would remove prohibitions against teacher strikes under certain circumstances, is designed, at the same time, to reduce the incidence of such strikes by providing alternate means of resolving teacher-school board disputes. The bill was introduced by Sen. Lee Metcalf (D-Mont.).

The statute, structurally similar to the National Labor Relations Act, would open a wide scope of matters to teacher-school board negotiation. These could include not only teacher salaries and working conditions, but also virtually everything of importance to teachers. An increasing number of state and local negotiation agreements now cover such areas as class size, teacher load, teacher assignment, recruiting, selection of textbooks, and use of teacher aides. In reference to the bill, NEA Executive Secretary Sam M. Lambert emphasized that the bill is designed to reduce teacher walkouts and commented:

"In our experience, teachers are not strike-happy. An examination of the relatively few teacher strikes that have occurred, compared to the substantial number of negotiations that have been concluded peacefully throughout the nation, reveals that the strikes usually resulted from refusal of school boards to consider reasonable solutions to the disputes.

"When an obstinate school board knows that its position will be sustained by an injunction, there is little motivation for it to try to negotiate a compromise settlement. By giving that small minority of school boards a feeling of uncertainty as to whether an injunction would be issued, the proposed bill would encourage peaceful settlement of disagreements."

NEA followed its negotiation measure with the bold $7.75 billion federal assistance bill.

The bill, introduced by House Education and Labor Committee Chairman, Rep. Carl D. Perkins, (D-Ky.) and Rep. Edith Green (D-Oreg.), is aimed at protecting the essential educational authority of the states while relieving the strain on state and local taxation resulting from ever-increasing demands on the nation's schools.

Called the General Education Assistance Act of 1969, the bill would provide a basic grant of $100 per school-age child (5-17 years), or a total of about $5.25 billion a year. The remaining $2.5 billion would be allocated on the basis of an equalization formula designed to give greater help to lower-income states.

Under the NEA bill, at least half of the basic grants would be used by the states for increasing teacher salaries—strengthening their efforts to attract and hold qualified teachers. The remainder would be used, at the discretion of each state education agency, for meeting other critical needs, such as preschool, adult, and summer programs, and for hiring additional staff. More than half again as large as any bill enacted thus far, the measure would supplement, not replace, existing federal categorical or earmarked programs.

The NEA Legislative Commission also is conferring on a federal school-construction bill designed to provide adequate teaching facilities in every school district. NEA was consulted by Presidential candidates in 1968 for advice on educational problems.

In a private talk prior to the Presidential elections, Dr. Lambert told Mr. Nixon that the five major problems in education are: (a) the shortage of qualified teachers; (b) inadequate early education; (c) lack of consolidation of federal education programs; (d) inadequate use of plant facilities; and (e) need to have general federal aid at least 25 percent of the total education budget.

Among other federal legislation that NEA is promoting are bills dealing with full funding of all federal programs, copyright law revision, tax deductions for teachers' professional expenses, Medicare for teachers not covered by Social Security, equitable tax treatment for the elderly, retirement benefits for mobile teachers, federal support to local schools for returning dropouts who did not graduate from high school, and reduction of the voting age to 18 years.

Political Clinics

While NEA prodded Capitol Hill for enactment of more educational legislation, NEA's Citizenship Committee conducted a series of political clinics around the country aimed at making teachers more politically astute.

Four political clinics were held in 1968-69 in Eugene, Oregon; Cincinnati, Ohio; Overland Park, Kansas; and Concord, New Hampshire. A Teachers-in-Politics weekend was held throughout the country, April 1969, when teachers across the country joined with legislators, local officials, school board members, and other community leaders in clinics, workshops, town meetings, and other observances.

Civil and Human Rights

In the field of civil and human rights, NEA's Center for Human Relations, completing its first year of operation, established the NEA Human Relations Council, which is helping to develop a growing list of human relations centers within state, urban, and local associations all over the nation. Twenty-two state education associations established centers during the first year, and the Council organized to service them on a regional basis, assigning four of its members for the Far West, Midwest-Central, Southeast, and Northeast-Central regions.

Among projects developed this year:

- Program with state and local affiliates, federal agencies, and independent organizations in seeking support for teachers whose political and citizenship rights have been abridged.
- Program with Urban League in a planning conference for black university administrators.
- Distribution of memorial book, *Martin Luther King, Jr., Man and Teacher*. Proceeds will be used to establish a chair of nonviolence through the Martin Luther King, Jr., Memorial Foundation.
- Regional conference on unrest in high schools.
- Series of integrated meetings in Northern cities to discuss problems of integration.

In a major conference dealing with minorities, NEA joined with delegates from Kentucky, North Carolina, Tennessee, Virginia, and West Virginia, representing businessmen, educators, government officials, students, and clergy, in exploring problems of education in Appalachia.

In another minority area, NEA's ad hoc committee on Indian education—meeting for the first time—endorsed a "high quality education" for every American Indian child, on or off the reservation. The committee urged high standards for administrators and teachers in Indian schools and recommended that present state education department requirements be set as minimums "in the interest of the Bureau of Indian Affairs policy of phasing out and coordination with public school patterns."

Mergers

The NEA Executive Committee in February offered mediation and financial assistance in connection with the merger efforts of the dual associations in six Southern states, while reaffirming the Association's right to disaffiliate one or both organizations—or to recognize a new organization, in those states which fail to comply with the mandate for merger by June 30, 1969. The options were extended through the NEA Compliance Committee to the presidents of the 12 affiliated associations in Alabama, Arkansas, Georgia, Louisiana, Mississippi, and North Carolina. Arkansas became the first of the six states to merge, when its affiliates completed merger on April 9. Associations in Georgia and Alabama voted for merger in May, as did the Mississippi Teachers Association. At Convention time the NEA Executive Committee had suspended four noncomplying state associations until December 1, 1969, by which time all are expected to present merger plans to achieve a single association for all educators in each state.

DuShane Fund

In the area of defending teachers' rights, the NEA DuShane Emergency Fund—formerly called the NEA DuShane Fund for Teacher Rights—had its biggest year as it investigated a record number of cases (more than 200, involving thousands of teachers) ranging from several Florida lawsuits arising from the 1968 Florida mass teacher resignations to an Arkansas "anti-evolution" statute. More than $1.1 million was distributed by the DuShane Fund in loans, grants, and legal fees.

The demand for aid for teachers facing emergency situations was so critical that a nationwide campaign was launched to build up the fund to $5 million to protect teachers when their legal and professional rights are violated.

Professional Rights and Responsibilities

NEA's Commission on Professional Rights and Responsibilities had another busy year with statewide investigations—in Colorado, South Dakota, and Oregon, as well as investigations in DeKalb County, Georgia; New Haven, Connecticut; east Texas; Pulaski County, Arkansas; Hyde County, North Carolina; Atlanta, Georgia; Richmond, California; and Port Angeles, Washington.

In Colorado, PR&R said public schools were receiving "inequitable and insufficient support" and were "seriously declining." Asserting that "equality of education does not exist in Colorado," the committee's top recommendation was for a new state-support program. The report also called for equalization by school districts rather than by counties.

In South Dakota, an NEA investigative committee reported that the schools there "need a renaissance of purpose, awakened interest among citizens, renewed professional zeal, and essential changes in organization and financial support." To cure these deficiencies, the committee recommended that citizens and citizen groups support legislative action that would reorganize inefficient school districts, improve financial support, revise educational programs—and, in general, improve the state of the public schools.

PR&R also alerted NEA members to the number and intensity of attacks on the schools and the Association made during the year by extremist groups.

In February, a PR&R staff member, writing in the *NEA Reporter*, called attention to "Let Freedom Ring," an ultra-right-wing mechanism for spreading propaganda via recorded telephone messages. In December, PR&R told a joint committee of the NEA and the American Library Association that attacks on intellectual freedom are accelerating in the nation. The Committee voted to urge ALA and NEA and their affiliates to combine resources to resist attacks on intellectual freedom.

Urban Task Force

NEA's Task Force on Urban Education held several meetings and conferences aimed at providing guidelines for NEA's efforts to solve many of the critical problems in urban education. A report of the Task Force was accepted by the Representative Assembly in Philadelphia.

Association of Classroom Teachers

The Association of Classroom Teachers expanded its program this year with the addition of three new positions—leadership coordinator, federal-relations coordinator, and program liaison for ACT and the Center for the Study of Instruction.

The leadership coordinator is responsible for ACT's utilization of human-relations training techniques developed by the NTL Institute for Applied Behavorial Science, NEA. The federal-relations coordinator works with the NEA Office of Legislation and Federal Relations in promoting NEA legislative goals through classroom teacher action. The ACT/CSI program liaison works with classroom teachers in utilization of existing instructional publications of the two units.

Other new features of the ACT program include (a) activation of the ACT forum, an agency to promote minority-group involvement in the professional associations and to identify ways to ensure minority-group representation in the policy-making bodies of ACT and NEA, and (b) placement of the Future Teachers of America program under the administration of ACT in cooperation with NEA's National Commission on Teacher Education and Professional Standards. The FTA has developed a dynamic action program aimed at reaching large numbers of high school students who are exploring various career opportunities.

Educational Technology

The NEA during the past year has been increasingly concerned with the need for using new media and the accompanying instructional technology to improve education. Evidences are: the 16-page photographic editorial in the February issue of TODAY'S EDUCATION, "See How They Learn!"; leadership in behalf of education in the copyright law revision; establishment of employment practices and working arrangements for TV and other mediated teachers; promotion of visual literacy programs; publication of an AV bibliography and other dissemination activities to improve the use of media in teaching the disadvantaged; and a booklet to help the education industry understand the NEA and its program—and, incidentally, to promote associate memberships in the organization.

Higher Education

In an effort to step up its higher education program, the NEA created a new unit (National Higher Education Association) designed to improve faculty influence on college and university campuses across the nation. The development of this unit will also provide a unified voice within NEA for higher education members. The new higher education unit will coordinate the functions of (a) the National Faculty Association of Community and Junior Colleges; (b) a new unit, the National Society of Professors, to serve four-year college and university faculties; and (c) another new unit, the National Association of College and University Administrators for all higher-education administrators.

The American Association for Higher Education, formerly an NEA department, voted to become an associated organization (with separate dues) within the NEA. Through payment of NEA dues, persons in higher education will automatically become members of the appropriate unit within the new National Higher Education Association.

Research

The NEA Research Division, which gathers the most extensive and comprehensive research on education in the world, held its first national workshop in cooperation with the National Council of State Education Associations and the State Education Research Staff Association. The workshop, held for state research directors, covered small sample survey techniques, basic statistics, administration, and interpretation of a staff-satisfaction survey that will be administered in the various states in cooperation with NEA Research Division. Research summaries, reports, and bulletins issued by the Division continued to make headlines from coast to coast.

A new program in school finance designed to assist classroom teachers in understanding the operation of school budgets and enable them to speak more effectively through their local associations on budget questions was initiated under the auspices of the NEA Committee on Educational Finance in cooperation with ACT in the form of "budget schools" at ACT Regional Conferences and at the National Conference on School Finance.

Guidelines to Fringe Benefits for Members of the Teaching Profession, called for by a resolution of the 1968 Representative Assembly, is being published and distributed to state and local affiliates. The booklet, developed with the assistance of approximately 600 officials of state and local associations, advises local associations on procedures for improving their fringe benefits and lists 32 specific benefits with recommended levels of coverage.

The Task Force on Retirement and the Mobile Teacher, established jointly by NEA and the National Council on Teacher Retirement, developed proposals for a joint federal-state program to improve retirement benefits for teachers who move from one state to another in the course of their teaching careers. Federal legislation is currently being drafted, and it is expected that the bill will be introduced soon.

Center for the Study of Instruction

In order to pinpoint problems schools will face in the 1970's, NEA's Center for the Study of Instruction launched a major drive aimed at reexamination of American education. Recommendations and guidelines are being prepared for improving schools of the 70's. CSI's Field Studies Program is testing innovative instructional ideas that have been developed in selected school sites. CSI assists other units of Professional Development and Instructional Services in working with selected local education associations to help them develop and test various roles for the organized profession in improving instruction.

Special Services

Among the benefits provided by NEA's Special Services Division were: (a) a new variable tax-deferred annuity plan; (b) the NEA Mutual Fund, with total assets of more than $15 million; (c) permanent NEA life insurance benefits replacing temporary ones with no increase in premium; (d) expanded car-leasing service now available in 14 states and the District of Columbia; (e) establishment of New England service office (as part of a pilot program in Boston) to market economic services to NEA members in New England.

For the second consecutive year, NEA's Special Services Division made available to members a special selection of books at a discount rate. The selections—current favorites of book lovers and reviewers throughout the nation—were offered at great savings.

NEA*Search

Another NEA service unit, NEA*Search also began its third year of operation matching more jobs than ever before. The unit handled four times the volume of the first year's work and has helped thousands of educators.

Teacher Education

NEA's National Commission for Teacher Education and Professional Standards, together with Emory University and the Institute for Services to Education, held a series of eight conferences in 11 states, which focused on needed reforms in teacher education for effective integration.

NCTEPS also cosponsored a conference on the Paraprofessional, Career Advancement, and Pupil Learning with the New Careers Development Center, New York University. In cooperation with the Maryland State Department of Education, TEPS planned, coordinated, and was responsible for the final report of the Baltimore Conference on Student Teaching. The theme for TEPS annual conference was Negotiation for Professionalization.

TEPS and PR&R established a joint project called Achieving Professional Autonomy, one goal of which is to set up professional practices commissions and professional standards boards in every state. Suggested regulations and legislation are being developed.

The Student NEA and the NEA were instrumental in organizing the Youth Franchise Coalition (composed of national youth and adult organizations) to lower the voting age to 18 by securing an amendment to the U.S. Constitution and changing the voting laws in the states. The Coalition offices are located, temporarily, in the NEA Center, and both the NEA and the Student NEA are represented on the Coalition's board of directors.

Safety Education

The Association's National Commission on Safety Education and the American Driver and Traffic Safety Education Association cosponsored a national conference on preparing guidelines for motorcycle instruction in the schools, a needed move inasmuch as two-wheeled motor vehicle registration in this country has increased by more than 400 percent in the past decade.

International Relations

During the past year NEA's Committee on International Relations sent six teams of American educators as NEA Overseas Teach Corps volunteers to work in short-term teacher training programs in Africa, Asia, the Caribbean, and Latin America. The Committee on International Relations also has a long-term educational assistance program in Kenya.

Working relationships have been established with foreign teacher organizations; more than six hundred foreign visitors have been oriented to American education and NEA; closer arrangements have been made with WCOTP; joint ventures have been tried with states and locals.

Among other Committee highlights was the State Department's appointment of CIR Secretary Braulio Alonso to the United States National Commission for UNESCO.

Planning Office and Academy

Other new NEA services this year were the establishment at the NEA Center of an Office of Planning and Organizational Development and an NEA Staff Development Academy. The Planning Office, which is an outgrowth of the report of the NEA Development Project, is designed to recommend desirable organizational changes and to be of assistance to NEA units in their planning efforts. The Staff Development Academy provides professional growth opportunities for local, state, and NEA staff members. It will also help to provide the reservoir of trained staff to meet the future needs of expansion of the associations.

Educational Travel

NEA's Division of Educational Travel is offering around-the-world tours this summer, as well as educational travel to Africa, Alaska, Hawaii, Europe, and North and South America.

Press, Radio, TV

It was a big year for communications at NEA—both within the profession and with the general news media as well. NEA's new image as an active, hard-hitting, forward-moving organization was reflected in the massive feedback of press, radio, and television reports. NEA's Division of Press, Radio, and Television Relations reorganized this year to give more focus to its state and local affiliates. The Division held its first national public-relations seminar, which was attended by 44 state association communications directors. The Division also prepared well-received articles for state and local education publications.

Today's Education and *NEA Reporter*

In the September 1968 issue, the NEA JOURNAL changed its name to TODAY'S EDUCATION: NEA JOURNAL to reflect the broadened function of the publication. With new features and a new modern format, the magazine is more than just a house organ. In addition to keeping teachers up-to-date in the field of education, it is a valuable means of keeping concerned citizens abreast of the rapidly changing educational scene.

In cooperation with the editorial staffs of three unified state associations—Michigan, New Mexico, and Montana—the JOURNAL issued special December editions for those states.

Already the recipient of more than 20 awards during the past 10 years, the magazine garnered several more awards during the year, and readership studies revealed it to be the most popular and helpful educational magazine in the country.

The *NEA Reporter*, which was also redesigned in September, appeared 13 times during the school year, carrying a total of 124 pages for the year. It replaced several other NEA publications and took

over some of the house-organ functions of TODAY'S EDUCATION. The *Reporter,* too, won educational journalism awards during the year and received highly favorable readership-survey reports.

Publications

NEA's publications continued to help gain support for public schools and give professional advancement a big lift.

Among major contributions to the improvement of instruction is a series called "What Research Says to the Teacher," cosponsored by the Association of Classroom Teachers and the Publications Division and published by ACT. The series includes 34 booklets and five new filmstrips on such topics as *Motivation in Teaching and Learning, Teaching the Disadvantaged, Guided Study and Homework, Controlling Classroom Misbehavior,* and *Educational Media.*

Other Publications Division highlights:

• Preparation of a kit of *Historical Highlights in the Education of Black Americans,* which includes a booklet, exhibit, and filmstrip. The materials show progress and problems, from 1619 to the present, in the education of black people.

• Development of materials for American Education Week, which is aimed at informing the public about the problems, achievements, and needs of the schools.

(So that AEW can be better utilized to make known educational needs before the November elections, as recommended by the 1968 Representative Assembly, cosponsors of American Education Week have agreed that the date for the observance will be changed, effective in 1970, to include the fourth Monday in October.)

Business Management

NEA's million-plus members are beneficiaries of a broad range of services and activities, and the job of giving them logistical support and handling NEA's financial affairs falls on the Office of Business Management.

The Office has supervision over five divisions—Accounts, Business Service, Records, Data Processing, and Educational Travel. In addition, it oversees progress of the NEA Center building program and does advanced work for NEA annual conventions, by arranging for exhibits, facilities, and housing.

The Data Processing Division, completing its second year this year, is equipped with the latest computing facilities and provides support in several areas including such services as accounting, publication sales, and membership services. Although the unit experienced difficulties during this year of rapid computerization, transition is now over and servicing of members will be greatly improved.

Working With Other Organizations

In an effort to stimulate interest in education and the teaching profession, NEA's Division of Organization Relations this year contacted about 100 lay organizations with membership totaling several millions.

The Division continued to serve as staff consultant for NEA in working with the joint committees of the National Congress of Parents and Teachers, American Legion, and the National School Boards Association (NSBA).

The NEA-NSBA Joint Committee focused its attention on the common educational problems, roles, and responsibilities of school boards and professional school personnel. It has carefully studied the implications of professional negotiation, strikes, and sanctions.

The Division provided direct contact with many other national organizations including the American Bar Association, American Medical Association, American Vocational Association, U.S. Chamber of Commerce, National League of Cities, General Federation of Women's Clubs, Kiwanis, Lions, National Association of Manufacturers, and the National Retail Merchants Association.

Report on NEA Departmental Status

Article 10 of the NEA Bylaws, adopted by the 1968 NEA Representative Assembly in Dallas, implemented the Departmental Task Force Report, which recommended giving NEA's departments a chance to select one of three categories of relationship to the Association. The three classifications are: department, national affiliate, and associated organization. The departments had until July 1, 1969, to make their choice. Each of the departments was to "choose the category compatible with its goals." NEA membership requirements are different for each category: NEA membership is mandatory for members of departments; national affiliates must "promote" NEA membership; while NEA membership is entirely optional for associated organizations.

The departments, national affiliates, and associated organizations under the Association's broad umbrella give NEA scope and depth—particularly in the field of instruction, for many of these groups join with NEA units in sponsoring various educational projects.

In addition, these groups carry on many activities of their own which have great value for education. The National Association of Secondary School Principals, for example, is working on an experimental "schools of tomorrow" project which includes a six-year approach to school innovation that will be carried out simultaneously in several carefully selected model schools. The American Association for Health, Physical Education, and Recreation and the National Science Teachers Association have launched a major educational effort to halt drug abuse among students. The Secondary Education Council of the Association for Supervision and Curriculum Development explored the subject of student unrest at one of its several conferences.

Choice of Classification

A chart showing the new relationships with NEA appears below:

DEPARTMENTS
1. Rural
2. Classroom Teachers
3. Driver Education
4. School Nurses

NATIONAL AFFILIATES
1. Art Education
2. Adult Education
3. Home Economics
4. Student Teaching
5. Elementary Principals
6. Audiovisual Instruction
7. Administrative Women
8. Supervision and Curriculum Development
9. Elementary-Kindergarten-Nursery Education
10. Educational Secretaries
11. Mathematics Teachers
12. Music Educators
13. Health, Physical Education, Recreation
14. Social Studies
15. Industrial Arts
16. Retired Teachers

ASSOCIATED ORGANIZATIONS
1. Higher Education
2. School Administrators
3. Science Teachers
4. Speech Association
5. School Librarians
6. Educational Data Systems
7. Women Deans
8. Exceptional Children
9. Secondary Principals
10. Business Education
11. School Relations

The American Association of Colleges for Teacher Education, an institutional membership organization, has decided to disaffiliate, and as of June 1, 1969, the following had not as yet indicated their choices of classification: Department of Foreign Languages (on inactive status, 1968-69); Journalism Education Association; National Retired Teachers Association; and Department of Vocational Education.

(The NEA Board of Directors served notice to the 1969 Representative Assembly that it recommends discontinuance of the Department of Vocational Education.)

A Special Dimension to Our Responsibility

JAMES E. ALLEN, JR., *Assistant Secretary for Education and U.S. Commissioner of Education, Department of Health, Education, and Welfare.*

• **As I enter upon my duties as Assistant** Secretary for Education and United States Commissioner of Education, it is my pleasure to address this brief message to the teachers, administrators, and trustees of our nation's schools and colleges.

The decade now coming to a close has been one of ferment, change, uncertainty, and unrest—a period of reappraisal and planning. The sixties have also been years of great challenge and high promise—a time of many advances at an ever-increasing tempo. Many forces that have long been building up are now coming into full play. Years of debate and analysis are beginning to pay off in a clearer understanding of our shortcomings and a surer notion of what our goals must be.

All of us interested in education in America and all who benefit from it, which in our "one world" stage of history must include all of mankind, can do nothing but rejoice in the compelling determination to improve education.

But the very vigor of this determination and the very urgency of the needs which are today so widely felt add a special dimension to the responsibility resting on those who formulate and guide our educational policies and programs.

The strength of America's educational enterprise springs from a variety of sources, but certain principles deeply imbedded in our democratic beliefs and practices have been a main source of that strength and have influenced the character of our system. Foremost among these principles are:

- The right of every individual to have an equal opportunity for an education suited to his needs and interests
- The concept of a common school, open to all, providing a firm foundation for a democratic society
- The exercise of citizen responsibility and participation in the determination of educational policies
- The right of academic freedom, including freedom from partisan political control and the undue influence of special interests
- The principle of separation of Church and State
- The concept of a federal-state-local partnership, a balance that gives to each those responsibilities and functions to which it is best suited.

Our educational system must, of course, be responsive to the dynamic changes and the urgent needs of our age. But, if we are to achieve this responsiveness and at the same time keep education the force for uniting our people and for preserving our democratic ideals and freedoms, these principles must continue to prevail.

I do not mean to imply that our allegiance to these principles is weakening. On the contrary, many signs point to an increasing awareness of their value. But there is a danger that the urgency of the needs of the educational community and the growing impatience with delay in answering these needs could lead to sacrificing these principles in the name of expediency. I believe the eventual result of such actions would be a weakening rather than a strengthening of our schools and colleges, and the defeat of many of the goals we are seeking to promote.

All of us who work in education, who appreciate its contribution to our individual and national well-being and its importance in preparing us for world responsibility, will need to be mindful of these fundamental principles.

Our responsibility for education in these turbulent times has a special dimension. Difficult though it will be, we shall need to maintain a calm, judicial approach—to cultivate the objectivity necessary for the scrutiny and evaluation of proposed laws, policies, and plans in terms of the proved values of past experience, as well as the pressing demands of the present and the future.

Improve our educational programs and practices we must, and improve them we will, not only as a matter of national pride and progress, but as a necessity for the survival and advancement of civilization. Let us continue then the forward thrust of the past few years, but let us at the same time see to it that in our haste to move forward we do not weaken those principles which have been the foundation and the strength of America's educational system. •

Commissioner Allen

Schools for the Seventies and Beyond

This is the first in a series of JOURNAL *articles on SCHOOLS FOR THE 70's, a project of the NEA Center for the Study of Instruction. The project—like its predecessor, Schools for the 60's—speaks for the profession on significant issues facing the educational community. This series will focus on the major problems confronting educators in the seventies and beyond.*

• **This is an age of confrontation.** Conflict besets almost every aspect of the human scene, and education is not immune. Arguments about the who and how of decision making, the dimension and design of relevant instructional programs, and the unique role of the school have pitted student against administrator, black against white, parent against parent, teacher against teacher.

These arguments were incubating in the early sixties, when the NEA Project on Instruction was launched, and the Project spoke out for the organized profession, recommending directions to be taken in these and other critical concerns.

If there is to be realism and reason in the confrontations yet to come, the clear voice of the profession must again be heard above the clamor. The NEA has therefore charged its Center for the Study of Instruction, successor to the Project on Instruction, to undertake a massive study of Schools for the Seventies and Beyond. NEA members and others have provided guidance by identifying what they consider the big education problems to be solved in the seventies. The study will underline anew the profession's continuing, unequivocal, and major commitment to promote instructional improvement in the light of new priorities and imperatives.

This article will consider some of the problems that await solution during the seventies—the revolt of the students, racial unrest in the schools, the rise of parent power, the potential of professional negotiation, the insufficiently tapped strength of technology.

As every headline reader knows, student unrest reached fever pitch in the late sixties. Students protested—often violently—against the kind of curriculum that, from their point of view, was remote from life in the latter half of the twentieth century. Significantly, before they marched, staged a sit-in, or took over the PA system, they pinned on buttons reading, "I am a human being; do not fold, bend, or mutilate." They were telling their elders, rudely, and at the tops of their voices, that they were rejecting the role of captive audience. They were fed up with being consumers without choice or voice in schools supposedly designed for them.

College students were the first dissenters, but the movement quickly spread to the lower levels of education. A survey made this year by the National Association of Secondary School Principals revealed that 59 percent of the respondents had already experienced some form of student protest and 56 percent of the junior highs had seen students on the march.

Dissatisfaction with the school program—the teachers, the curriculum, the scheduling, homework, grading, and testing—accounted for student unrest in 45 percent of the schools responding. Students seemed to be asking for learning based on their own living—for a curriculum that would confront the facts of war, racism, riots, and urban decay and would help students to find remedies for these societal ills as well as answers to the urgent perennial questions, Who am I? and Where am I going?

Black students took the protest route, too, to demonstrate that they no longer intended to remain ignorant of their own identity, pride, and culture. The justice of their complaints hit home in many schools during the sixties. Courses in soul music and Swahili, black history and black culture began to multiply. Textbook publishers rushed to the presses with new books designed to make amends for years of neglect of the Negro's contributions to American history.

Student power cannot be ignored, laughed out of existence, or swept under the rug.

In Philadelphia, the NEA made clear where it stands on the issues by adopting the important resolution on Student Involvement. [For details, see next month's issue of TODAY'S EDUCATION.]

Fortunately, real progress is being made in many areas. NEA's Project Urban will soon make available case studies describing successful activities in several of our big cities. A number of new programs, such as Philadelphia's "School Without Walls," are seeking answers to the question, Can urban schools be reformed? The Experiment in Free-Form Education held recently at Walt Whitman High School, Montgomery County, Maryland, is an illustration of student leadership rather than a demonstration of student power. [See, as another illustration, the Hamilton, Massachusetts, story on pages 55-57 of this issue of TODAY'S EDUCATION.]

Basic to these programs is the often ignored fact that schooling

and education are not synonymous. If the school is to survive, it must work in concert with educational institutions other than the school. The National Education Association must expand its community far beyond the narrow concept of schooling and school teachers.

Parent power has been burgeoning, too, in the late sixties and from an unexpected quarter—the ghetto. Poverty area and minority group parents were hotly protesting the dismal, statistical truth that the longer their children stayed in school, the further behind they fell. These parents began seeking the same control over their children's education that they believed suburban parents exercised. *Decentralization* and *community control* became their rallying cries.

NEA's continuing resolution recommending decentralization in large cities supports their position.

Accountability is another strong theme emerging in the debate over education. It seems clear that the old era of blind, unquestioning faith in schools is over; the schools of the seventies must be held accountable for performance. Education is facing an array of hard-eyed customers —students, ghetto parents, and taxpayers who are turning down bond issues left and right.

The National Assessment of Educational Progress should provide some rational grounds for judging schools' achievements, but the hard questions of accountability will continue to be raised, some of them aimed at teachers themselves.

It was during the sixties that teachers, understandably resentful of their long sojourn near the bottom of the economic ladder, finally found their voice and discovered, in professional negotiation, the means of amplifying it.

Because teachers had long been the quiet ones, administrators were genuinely surprised and, in some cases, affronted by this new lack of docility. Early bargaining took place in a climate of chilly hostility. As more people on both sides gain better understanding of professional negotiation, however, and as teachers gain expertise, negotiations that give teachers a voice in decision making promise to yield real dividends, in welfare matters *and* in curriculum improvement.

Another facet of CSI study will be technology. Although there is no substitute for a good teacher when it comes to moving a child to the edge of his seat, with his eyes shining and hand raised before he even hears the end of a question, technology will supplement the teacher's work to an ever-increasing degree. The teacher will have more and more time to devote to developing tastes, standards, values, and scholarship as technology, with its tireless army of computers, talking books, talking records, mini-movie machines, and all the rest, frees him from the drill and drudgery of dispensing facts.

Those schools of the sixties that have already adopted a measure of the new technology demonstrate how it changes the teacher's role. With technology, the teacher becomes more a diagnostician and clinical specialist than a foreman on a school assembly line; he spends more time on planning the content and style of his teaching than in the classroom itself; he is the prober, the needler, the catalytic agent to spur students to want to learn, rather than the man with all the answers.

As technology comes into greater use, the teacher will spend hundreds of hours of his time in planning and programming instructional materials for the computer, preparing educational television programs, or preparing teaching tapes and records. His time will be well spent even if each individual student punches a button or flips a switch to use that program for only an hour, because thousands or even millions of students might at some time use the same teacher-planned learning experience.

Because of technology, the school and the school program will change as the decade progresses. A student may not arrive at the school building until noon, because until then he has been studying at home with educational television. Or he may spend the morning at a community center where computers teach him how to read or spell or figure. Instead of being restricted to a class and a teacher and a book, the future student's curriculum may be expanded by a series of learning experiences with TV, computers, or other media in places far-removed from a formal classroom.

The student will still come to school, however, though not so much for information as for argument. The discussion with his fellows and a wise teacher can determine whether he turns out to be educated or just informed.

The student will still need the teacher's guidance. This guidance, however, will not come from a teacher who has to be an all-purpose, walking, talking oracle every day, all day, to 25 or 35 youngsters in a class, but from a clinical specialist who can diagnose and cater to individual needs and strengths. Such individualization will be possible because the teacher will be part of a carefully organized team of teachers, flexibly scheduled so that he can work with an individual student at some times, and with a hundred or more students at other times.

Teachers will become as critical of their own performance as students already are. Good tools for self-criticism in education are available now, and there will be more. The teacher's classroom performance can be videotaped so that later he can see for himself how he did in a teaching situation. (How did he react to the children and they to him? Did he use the right words? Ask the right questions? Did he cut off the discussion when he should have kept it moving?)

With the help of technology, the schools of the seventies will go far to develop a curriculum and style of teaching that will promote a zest for learning on the part of all students, the dull or poorly motivated as well as the bright.

By solving the problems that face the schools as they enter the seventies, our profession will go far toward realizing some long-held educational dreams.

—LOIS V. EDINGER, *assistant professor of education, University of North Carolina, and chairman, Center for the Study of Instruction, NEA; and* OLE SAND, *CSI director.*

IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Rating and Discussion Sheets

Educational films are sometimes boring, but I have found a good way to focus attention on them and stimulate pupil interest. I give out a rating sheet and a discussion sheet to each member of the class. The rating sheets concern such matters as presentation, most effective demonstrations, the best part of the film, the worst part, what was not clear, what could have been improved, techniques, direction, sound quality, and other aspects of films. Pupils rate the films from excellent to poor. Being asked to justify their ratings makes students watch films much more attentively.

I make one type of discussion sheet for films I haven't been able to preview. On this I ask general questions, such as What is this film about? and What are the steps in the development? When repeated viewings are possible, I use a second type of discussion sheet, which I base on the first. Here questions concern specific content, and we can discuss them both before and after the viewing.

Sometimes I merely ask that each pupil come up with one question for the rest of the class. Occasionally, a pupil in all innocence will ask a trick question. Once a question arose over an actor's necktie, which dated the film. The question led us to discuss the validity and timelessness of the principles the film presented. Later, when old films popped up, there was less viewer resistance; the props became important clues.

—Henry Schwaneger, *professor of education, Winston-Salem (North Carolina) State College.*

More Make-Them-Yourself Transparencies

"Idea Exchange" has published a number of suggestions for making inexpensive transparencies to be used with the overhead projector, and I'd like to add one more that is both inexpensive and versatile: I buy the clear plastic sheeting that builders use to create a waterproof seal or to enclose a partially finished building against the weather.

This material (available for a little more than $2 per 3′ x 100′ roll at any lumber company or builders' supply store and at many hardware stores as well) comes in various thicknesses. The best I've found so far is .004″ thick—thick enough to lie flat on the table of the projector without needing a cardboard frame but not so thick as to lose transparency. (I have used up to five layers for one projection before the light loss made further overlays ineffective.)

Although the material won't take *water-base* marker pens, it will take most *permanent* marker pens as well as grease pencils. A soft dry cloth will remove grease pencil lines, and a damp cloth will remove marker pen lines almost completely without damaging the plastic. Any remaining lines will be too faint to be projected on a screen. A great advantage of this plastic is that you can type on it. To do so, put a sheet of it, backed by a piece of white paper for visibility, into a pica typewriter and type in a space about four inches wide.

I have found that if I move the projector back far enough from the screen I can project typed passages with letters large enough for the whole class to read. In fact, with the curtains drawn or on cloudy days, I have even projected passages onto the chalkboard and made revisions and corrections right on the board.

—Frank Church, *teacher of twelfth grade English, Geneva (Illinois) Community High School.*

Speedy Scoring Method

Grading test papers for several classes can be a big chore, so I devised a quick way to grade multiple-choice tests.

I give the student a separate mimeographed answer-blank sheet and instruct him to mark an x over the correct letter after the question number. On my answer sheet, I punch out each correct letter and place the sheet over the student's completed test. Any letters under the punch-outs that aren't marked with an x represent missed questions. I can count these letters quickly to determine a student's score.

—Louis Collier, *Spanish teacher, Sullivan County School System, Blountville, Tennessee.*

Number-Names Game

In teaching junior high school mathematics, I find that students have difficulty grasping the idea that a number can have many names (numerals), 2, 8/4, 1-3/3, for example.

We frequently discuss the fact that though there is an infinite set of names for any number, we must be careful in our use of the standard digits. The following game helps get this thought across to the slower students.

Set up an addition table (you can use other operations). After students have worked with the table for a while, they can begin playing the game; but, then, a table without "answers" works best.

Using any symbols that you or the children choose, mark an answer square in the table. The child who first gets the set of names correctly wins the round. Example:

$$\square = 1_{(6)} + 4_{(6)} = 4_{(6)} + 1_{(6)} = 5_{(6)}$$
$$\triangle = 2_{(6)} + 2_{(6)} = 2_{(6)} + 2_{(6)} = 4_{(6)}$$
$$\times = 4_{(6)} + 4_{(6)} = 4_{(6)} + 4_{(6)} = 12_{(6)}$$

Though this game is for finding known names for the number, its possibilities for other skills are limited only to the imagination of the teacher and of the class.

—David Herman, *math-science teacher, Benson (Arizona) Grammar School.*

Let's Stick to the Point

When I pose a question to my third graders, many of them give answers that are completely unrelated to the point. After two or three children have given irrelevant answers, it is hard even for the teacher (let alone the children) to remember what the good answers were.

I chanced on a technique that helps the students summarize all of the relevant points at the end of a discussion. When a child answers with a pertinent idea, he stands and remains standing until quite a few ideas have been suggested.

When a good many children are standing and I judge that we have enough answers, I stop the discussion and ask the children who are standing to repeat what they initially said. That way the whole class hears an oral summary of the discussion without the interference of irrelevancies. Those who didn't get to stand know why and try harder the next time to provide direct answers to the question.

—Helen A. Small, *third grade teacher, Coffin School, Brunswick, Maine.*

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audio-visual materials published by the NEA and affiliated national organizations.

Approaches to Problems of Public School Administration in Health, Physical Education, and Recreation (#1). Includes topics on crowd control at athletic events; human relations problems and the interaction of ethnic groups; and trends in health education in the critical areas of stimulants, depressants, sex education, and family life. 160 pp. $2.50. Stock No. 240-08072. American Association for Health, Physical Education, and Recreation.

Behavioral Objectives in the Affective Domain (#2). Discusses a model for constructing educational objectives and evaluating their outcomes. 42 pp. $2. Stock No. 471-14582. National Science Teachers Association.

Computer-Assisted Instruction and the Teaching of Mathematics (#3). Includes in-depth discussions on computer-assisted instruction and its implications for the teaching of mathematics. 158 pp. $2. Stock No. 301-09374. National Council of Teachers of Mathematics.

Dance Directory: Programs of Professional Preparation in Colleges and Universities (#4). Guides students in selecting the school best suited for their needs. 80 pp. $2. Stock No. 243-08068. AAHPER.

Economic Status of the Teaching Profession, 1968-69 (#5). Research Report 1969-R5. Gives data on salaries scheduled and paid in public schools and in colleges and universities and compares them with salaries in professions requiring the same amount of preparation. Also gives data on prices and family budgets and expenditures. 65 pp. $1.25. Stock No. 435-13392. Research Division.

Evaluating Teaching Performance (#6). ERS Circular No. 3, 1969. Reports individually and in summary form on current teacher evaluation procedures and reproduces sample evaluation forms. 62 pp. $1.50. Stock No. 219-21468. Educational Research Service.

How To Use Chromatography as a Science Teaching Aid (#7). Explains chromatography in five short demonstrations, from the simple paper procedure through the complex analysis of sugar solutions by two dimensional chromatography. 12 pp. 35¢. Stock No. 471-14578. NSTA.

Index Salary Schedules for Teachers, 1968-69 (#8). Gives data by preparation level for individual school systems; includes sample salary schedules. 16 pp. 45¢. Stock No. 431-22822. Research Division.

Instrument for Evaluation of Teacher Salary Schedules, 1969-70 (#9). Discusses 10 tests and presents scoring procedure. Includes page for graphic presentation of scores. 28 pp. 75¢. Stock No. 431-22816. Research Division.

Kindergarten Education in Public Schools, 1967-68 (#10). Research Report 1969-R6. Presents data on enrollments, class size, number of teachers, admission ages, financial arrangements, teacher qualifications, and reporting to parents. 56 pp. $1.25. Stock No. 435-13394. Research Division.

Maximum Salaries Scheduled for Administrators, 1968-69 (#11). Research Report 1969-R3. Gives information on maximum salaries scheduled for supervisory and administrative personnel, system by system, for reporting school systems which enroll 6,000 or more pupils; includes summary tables showing means and medians, salary ranges, distributions, and relationships to teachers' salary schedules. 92 pp. $1.75. Stock No. 435-13386. Research Division.

Merit Provisions in Teachers' Salary Schedules, 1968-69 (#12). Research Memo 1969-12. Includes NEA and ACT policies and excerpts from salary schedules. 11 pp. 35¢. Stock No. 431-22826. Research Division.

The Middle School—In-Service Education (#13). Evaluates the middle school; provides suggestions for professional growth of elementary school educators. 80 pp. $1. Stock No. 186-05566. Department of Elementary School Principals.

Middle Schools in Action (#14). ERS Circular No. 2, 1969. Reports individually and in summary form the administrative and instructional patterns of 154 middle schools in large school systems. 80 pp. $2. Stock No. 219-21466. Educational Research Service.

No City Stands Apart, Part I (#15). Periodical containing five articles reprinted from "Conscience of the City," the Fall 1968 issue of *Daedalus*, and other articles pointing up the relationship of education to the ideas developed in *Daedalus* articles. 120 pp. $1. Stock No. 186-05568. DESP.

No City Stands Apart, Part II (#16). Periodical contains four articles reprinted from "Conscience of the City," the Fall 1968 issue of *Daedalus*. 128 pp. $1. Stock No. 186-05570. DESP.

Planning the School Administration Center (#17). Sets forth guidelines for the planning, design, and construction of administrative facilities for school districts. 137 pp. $5. Stock No. 021-00462. American Association of School Administrators.

Post-Baccalaureate Grants and Awards in Music (#18). Lists grants, competitions, scholarships, awards, and other honors for mature music students, including a special section on aid available at colleges and universities for graduate music students. 40 pp. $1. Stock No. 321-10140. Music Educators National Conference.

The Principal Looks at Classes for the Physically Handicapped (#19). Discusses identification and impact of physical handicaps, various educational programs, placement, educational provisions, ancillary services, and administrative responsibilities. 44 pp. $1.50. Stock No. 551-21058. Council for Exceptional Children.

Professional Growth Requirements Specified in 1968-69 Salary Schedules (#20). Lists 277 systems, giving requirement in college hours and indicating acceptable ways of fulfilling the requirement. 15 pp. 45¢. Stock No. 431-22832. Research Division.

Professional Negotiation and the Principalship (#21). Contains 16 articles on negotiation, a glossary of terms, and two sample contracts offering educators a wide range of information on the negotiation process. 260 pp. $6. Stock No. 181-05578. DESP.

The Professional Teacher (#22). Elementary Instructional Service Leaflet. Describes the various dimensions of the professional teacher in our modern society and offers suggestions for evaluating one's self as a teacher. 1-10 copies, 20¢ each; 11-20, 15¢ each; over 20, 10¢ each. Stock No. 282-08868. American Association of Elementary/Kindergarten/Nursery Educators.

Salary Schedule Provisions for School Library Personnel in Systems With Enrollments of 6,000 or more, 1968-69 (#23). Research Memo 1969-6. Gives titles; days on duty; minimum and maximum salaries scheduled in 1962-63, 1966-67, and 1968-69 for named school systems, and their relation to teachers' schedules. 23 pp. 60¢. Stock No. 431-22848. Research Division.

Salary Schedule Provisions for School Nurses, 1968-69 (#24). Gives minimum and maximum salaries, number of increments, and relation to salary schedules for teachers for 145 named systems. 7 pp. 25¢. Stock No. 431-22844. Research Division.

Salary Schedule Provisions for Substitute Teachers, 1968-69 (#25). Gives rate of compensation, both short- and long-term, for specified levels of preparation for named individual school systems. 14 pp.

40¢. Stock No. 431-22850. Research Division.

Scheduled Salaries for Social Workers, Visiting Teachers, or Attendance Officers, 1968-69 (#26). Gives salaries by preparation level and shows relationship to teachers' salaries for named school systems. 35 pp. 75¢. Stock No. 431-22824. Research Division.

School Nursing Monograph #1: Solutions to Critical Health Needs (#27). Explores smoking, drug abuse, illegitimate pregnancy, and other social ills with their implications for school nursing. Also comments on nonprofessional nursing aides, preschool programs, comprehensive health planning services, and evaluation in school nursing. 48 pp. $1. Stock No. 244-08070. AAHPER.

Secondary School Athletic Administration (#28). Discusses new trends in athletic facilities, preparation of athletic budgets through data processing, extra pay for extra services, and the progress report of the Division of Men's Athletics. 128 pp. $2.50. Stock No. 241-08074. AAHPER.

Special Days and Weeks Schools Sometimes Observe (#29). Gives dates for school year 1969-70. Includes sponsorship where applicable. 7 pp. 25¢. Stock No. 431-22860. Research Division.

The Supervisor: New Demands, New Dimensions (#30). Describes forces within and outside the profession that are shaping education and forcing supervisors and curriculum workers to take a new look at their roles and functions. 126 pp. $2.50. Stock No. 611-17782. Association for Supervision and Curriculum Development.

The Supervisor's Role in Negotiation (#31). ASCD commission examines problems of supervisory workers caught in the "middle management" position. Criticizes some aspects of current NEA negotiation policies for alleged divisive effect. 32 pp. 75¢. Stock No. 611-17798. ASCD.

Teacher Supply and Demand in Public Schools, 1968 (#32). Gives data on major sources of teachers, compares supply with demand, and gives information on the academic preparation of teachers. 77 pp. $1.50. Stock No. 435-13390. Research Division.

Tort Liability and Liability Insurance: School Law Summaries (#33). Summarizes laws by state and gives statutory references. 18 pp. 50¢. Stock No. 431-22828. Research Division.

A Universe To Explore (#34). Lively and timely lessons on space or physical science sponsored by NSTA and NASA. These activities are appropriate for elementary, junior high, and high school. 139 pp. $4. Stock No. 471-14102. NSTA.

Use of Teacher Aides, 1968-69 (#35). Lists school systems, giving number of aides at each level, number paid and number volunteer, and number of aides by source of funds. 15 pp. 45¢. Stock No. 431-22830. Research Division.

FREE MATERIALS
(single copies)

To obtain, write directly to the Committee on Citizenship at 1201 16th Street, N.W., Washington, DC 20036.

The April Teachers-In-Politics Weekend. Displays the purposes of the nationwide TIP Weekend. Poster. 11" x 43". 100 for $5. Stock No. 108-03466. No discount.

Help Erase the Question Marks. Explains the Committee's TIP Specialist consultant service. Poster. 11" x 43". 100 for $5. Stock No. 108-03468. No discount.

The NEA-Charl Ormond Williams Award. Advertises an annual award by the Citizenship Committee for political action by a teacher association. Poster. 11" x 43". 100 for $5. Stock No. 108-03470. No discount.

Teachers in Politics: The Larger Role. A speech on the political responsibilities of the profession to the nation. 24 pp. Stock No. 101-03456.

TIP Buttons. Attractive red-and-white buttons with accompanying red united profession ribbons, for use at teacher-in-politics rallies and clinics. Stock No. 101-03474.

Tips for a TIP Weekend. Six ways to make the nationwide Teachers-In-Politics Weekend visible in every community, any year. 16 pp. Stock No. 101-03472.

ORDER FORM

To order new NEA publications listed on these pages, simply refer to the list number given in parentheses immediately after each title. Then enter the quantity desired next to the corresponding number on the order form below. Mail this form to the Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Quantity	List and Stock No.	Unit Cost
_____	(# 1) 240-08072	$2.50
_____	(# 2) 471-14582	2.00
_____	(# 3) 301-09374	2.00
_____	(# 4) 243-08068	2.00
_____	(# 5) 435-13392	1.25
_____	(# 6) 219-21468	1.50
_____	(# 7) 471-14578	.35
_____	(# 8) 431-22822	.45
_____	(# 9) 431-22816	.75
_____	(#10) 435-13394	1.25
_____	(#11) 435-13386	1.75
_____	(#12) 431-22826	.35
_____	(#13) 186-05566	1.00
_____	(#14) 219-21466	2.00
_____	(#15) 186-05568	1.00
_____	(#16) 186-05570	1.00
_____	(#17) 021-00462	5.00
_____	(#18) 321-10140	1.00
_____	(#19) 551-21058	1.50
_____	(#20) 431-22832	.45
_____	(#21) 181-05578	6.00
_____	(#22) 282-08868	.20
_____	(#23) 431-22848	.60
_____	(#24) 431-22844	.25
_____	(#25) 431-22850	.40
_____	(#26) 431-22824	.75
_____	(#27) 244-08070	1.00
_____	(#28) 241-08074	2.50
_____	(#29) 431-22860	.25
_____	(#30) 611-17782	2.50
_____	(#31) 611-17798	.75
_____	(#32) 435-13390	1.50
_____	(#33) 431-22828	.50
_____	(#34) 471-14102	4.00
_____	(#35) 431-22830	.45

Total $_____

Name _____

Address _____

City _____

State _____

ZIP CODE _____

☐ Payment enclosed.

☐ Please bill me. (Payment must accompany all orders for $2 or less. Shipping and handling charges will be added to all billed orders.)

Unless otherwise indicated, NEA discounts are: 2-9 copies of same title, 10%; 10 or more copies, 20%.

Summary Financial Report to Members

REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Members of
National Education Association of the United States:

We have examined the accompanying financial statements presenting in summary form the assets, liabilities, and fund balances of the National Education Association of the United States (a District of Columbia corporation, not for profit) as of May 31, 1969, and the related statements of changes in the General Fund and Permanent Fund for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statements referred to above present fairly in summary form the assets, liabilities, and fund balances of the National Education Association of the United States and the changes in the General Fund and Permanent Fund for the year then ended, in conformity with generally accepted accounting principles, except that Special Purpose Funds are included on the basis of recorded cash receipts and disbursements rather than on an accrual basis. These principles have been applied on a basis consistent with that of the preceding year, except for the change in providing for depreciation on buildings as explained in Note 2 to the financial statements.

ARTHUR ANDERSEN & CO.

Washington, DC,
June 13, 1969.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
ASSETS, LIABILITIES, AND FUND BALANCE
May 31, 1969

Cash ($607,350 restricted)		$ 1,526,755
Accounts receivable		4,022,801
Investment securities at cost (quoted market $2,514,000)		2,635,253
Fixed assets, at cost (Note 2)		13,471,321
Other assets		408,842
Total assets		22,064,972
Liabilities		(3,023,275)
Funds held in custodial capacity (Note 1)		(871,279)
Fund balances:		
General Fund	$ 13,291,379	
Permanent Fund	3,646,143	
Special Purpose Funds, net of deficit balances in certain funds of $254,136 (Note 1)	1,232,896	$18,170,418

CHANGES IN GENERAL FUND

Balance, May 31, 1968	$ 379,791
Income:	
Dues	14,356,935
Advertising	350,118
Student NEA and FTA dues	230,995
Publication sales and AEW	414,752
Other	158,533
	15,511,333
Expenses:	
Official bodies	369,754
Office of the Executive Secretary and Deputy Executive Secretary	596,395
Office of Associate Executive Secretary for Program Development	1,567,448
Office of Assistant Executive Secretaries for:	
Field services	2,271,422
Legislation and federal relations	527,076
Communications and public relations	3,078,555
Professional development and instructional services	1,618,810
Center for Human Relations	209,751
Business management	3,478,984
Research and Research Division	733,757
Association of Classroom Teachers	539,156
Miscellaneous	110,684
	15,101,792
Income over expenses	409,541
Transfer of land and buildings, at cost, from Permanent Fund (Note 2)	13,471,321
Transfer to the DuShane Emergency Fund	(969,274)
Net increase	12,911,588
Balance, May 31, 1969	$13,291,379

CHANGES IN PERMANENT FUND

Balance, May 31, 1968	$14,849,503
Additions:	
Life membership dues	434,387
Reversal of accumulated depreciation (Note 2)	1,833,494
Other	80
	2,267,961
Deductions:	
Transfer of land and buildings, at cost, to General Fund (Note 2)	13,471,321
Balance, May 31, 1969	$ 3,646,143

NOTES TO FINANCIAL STATEMENTS, MAY 31, 1969

(1) BASIS OF PRESENTATION

There are thirty-four departments, an associated institute, and three related corporations offering services to NEA members and to other educators, and operating separately and independently of NEA, except that NEA does act in a custodial capacity for certain of these organizations. The accompanying statement of assets, liabilities, and fund balance includes the monies and securities of these organizations which were held in a custodial capacity as of May 31, 1969, but the statement of changes in the General Fund excludes the income and expenses of these organizations.

The Special Purpose Funds are made up of funds restricted for specific projects and purposes. Generally, these Funds have income from sources other than NEA. These Funds are included on the basis of recorded cash receipts and disbursements and no determination has been made of the amounts which have not been accrued as of May 31, 1969. Certain of these Funds have deficit balances as of May 31, 1969, which are expected to be eliminated through receipt of subsequent payments on contracts, grants, etc.

(2) FIXED ASSETS AND DEPRECIATION

Effective June 1, 1968, NEA discontinued the practice of providing for building depreciation, because it is the intention of the Association to fund future building replacement or expansion from sources other than current income or General Fund capital. Such building expenditures are financed from the Permanent Fund and transferred to the General Fund.

All furniture, fixtures, and equipment are financed from the General Fund and are expensed when purchased.

Also effective June 1, 1968, and as approved by the Representative Assembly, the land and buildings were transferred at original cost from the Permanent Fund to the General Fund. The accumulated depreciation on the buildings of $1,833,494 as of June 1, 1968, was reversed at the time of the transfer.

REPORT OF TREASURER

The elected Treasurer, in carrying out his responsibilities, relies heavily upon the headquarters staff. An audit of the annual financial statements is made by independent auditors appointed by the President.

Some highlights of the past year, as shown in the financial statements reported upon by Arthur Andersen & Co., are (1) current liabilities totaled $3,023,275 with unrestricted cash of $919,405 on hand to meet these liabilities, which creates a cash flow problem for the Association; (2) for budget purposes, income and expenses were $15,511,333 and $15,101,792, respectively; (3) the year end balance of $13,291,379 in the General Fund consists of land and buildings of $13,471,321, transferred from the Permanent Fund as authorized by the Representative Assembly, less a current deficit of $179,942.

REPORT OF BOARD OF TRUSTEES

The Board of Trustees met several times during the year to carry on its responsibilities until the Charter is amended transferring these responsibilities to the Executive Committee.

A substantial change in the Permanent Fund occurred during the year when the cost of land and buildings, including $46,695 expended for building improvements, was transferred to the General Fund as authorized by the Representative Assembly.

The Board authorized engaging consultants to assist in a study of the projected growth and space requirements during the next decade. This was deemed essential prior to purchasing a site for a service building. The study will commence this summer.

The above summaries of reports are submitted as required by Article IV, Section 4 (e) of the bylaws. The respective reports are on file at NEA Headquarters.

TRAVEL NEA

LOCAL-STATE-NATIONAL
CO-SPONSORED

CHRISTMAS TOURS 1969

Winter Vacations Out of the "Rut" and Into the "Groove" to Do Your "Thing":

An Irish Holiday
Sample the true hospitality of Erin, and the warmth of an Irish smile.

Treasures of Guatemala
scenery supreme, ancient Maya temple ruins, Indian villages, Spanish colonial grandeur.

Polynesian Holiday in Hawaii
our own State of ecstacy.

Tropical Holiday in San Juan
all-American and Spanish, yet so different in a fascinating way.

Festive Holiday in Mexico
"fiestas magnificas" with "amigos" down Mexico way.

Enchanting Holiday in Bermuda
jolly good show!

Calypso Holiday in Curacao and Trinidad
a new tourist mecca plus calypso, limbo and steel band rhythm.

TE9-69
Send CHRISTMAS TOURS, 16-page illustrated booklet with all details and application to:

name_____

address_____

city, state_____ Zip_____
Mail coupon to:
NEA Div. of Educational Travel
1201 16th Street N.W.,
Washington, D.C. 20036

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

What Should Andy Do?

Andy didn't discover until he set his tray on the table that he had given the cashier at the lunch counter a five dollar bill for a lunch that cost 40 cents, and she had given him five ones and 60 cents in return.

He stared at the money in his hand and then back at the cashier. She was busily counting out change for someone else and didn't realize that Andy had a dollar too much.

Andy sat down at the table and put $4.60 in his wallet. Maybe I'll wait till there's no line and then go give the dollar back, he thought. Still, it wasn't his fault that the cashier made a mistake. If she was so careless, then maybe she ought to get cheated now and then.

He bit into his hamburger, thinking hard. He wasn't used to having so much money, but just this morning his dad had given him the five dollars and said, "Let's see how well you can handle this much money, Andy." Well, the extra dollar would certainly make it easier to prove to his dad that he could make his money last.

Anyway, I'll bet it will all even out in the end, he told himself. The cashier will probably make the mistake the other way sometime and charge me too much. Then we'll be even. Or maybe she's already charged me too much before and I haven't even noticed it! Maybe she's overcharged me two or three times!

Besides, think of all the times I've been cheated by the cafeteria—the time I didn't get pickles with my barbecue, or the day my piece of pie was only half the size of the others, or the time my slice of pizza was burned on the bottom. I'm just getting what's coming to me, that's all. I ought to keep the dollar and forget it.

But somehow Andy couldn't forget it. He kept asking himself, Is it really wrong to keep the dollar or not?

What should Andy do?

Thoughts To Think Aloud:

1. If Andy really feels cheated now and then on a cafeteria item, what should he do?
2. Would Andy think it fair if the cashier kept a dollar which he had given her accidentally?
3. Is it possible to be dishonest by keeping silent?

Earn Your Post Graduate Degree At Home
Enroll in
DOCTORAL and MASTER OF EDUCATION DEGREE PROGRAMS
Through SUPERVISED INDEPENDENT STUDY in Numerous FIELDS OF SPECIALIZATION
For Professional In-Service Educators Write:
TEACHERS UNIVERSITY P.O. Box 745, Miami, Florida 33101

WHERE, WHEN AND HOW TO
TRAVEL FREE
Christmas and Summer
EUROPE - SO. AMERICA
STUDENT TOURS INTERNATIONAL
225 Peachtree Center South
Atlanta, Georgia 30303

Local Association of the Month

Normandy Teachers Association

MARGE WAGNER, *past president, Normandy (Missouri) Teachers Association; teacher of algebra and U.S. history, Normandy High School.*

How good are our schools? What are their weaknesses and strengths? What yardstick is available for measuring the quality of a school system? In 1966, the members of the Normandy Teachers Association began asking themselves these questions and decided to undertake a study that would help them find some answers.

Serving a suburb of St. Louis, NTA has long had a reputation as an active, progressive, and highly professional organization. Over the years, it has worked for effective community relations, and, in undertaking an evaluation of the Normandy school system, it continued this policy.

The officers of the association secured the cooperation of the board of education in authorizing and financing the study, and the evaluation began in 1967. *Profiles of Excellence,* an NEA publication (Stock No. 381-11774, $1) that contains criteria for evaluating a local school system, was used as the guide for measuring the quality of the Normandy schools. The association's Policy Development Committee, a group that shares responsibility for development of educational policy with the board of education and the administration, headed the study.

The Committee appointed chairmen for nine subcommittees. Each was authorized to examine one of the following: (a) the educational program; (b) administrative operation; (c) staff personnel policies and procedures; (d) professional compensation; (e) conditions of professional service; (f) the school plant; (g) district organization, finance, and business administration; (h) the board of education; and (i) the local association. Subcommittee chairmen directed their committee members, "Don't whitewash us. Don't look for faults. Do look for facts."

As the study progressed, 100 members of the association, 25 laymen, 42 resource people from administrative and supervisory echelons, and a number of students took part in the evaluation. (More teachers and laymen volunteered their services than were actually needed for the committees.) The board of education provided some released time for committee members and the labor and money for compiling the final report.

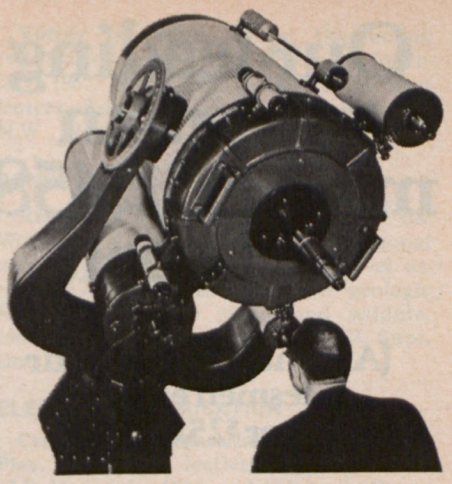
The report included numerous suggestions "to close the gap" between current practices and policies in the Normandy school system and the highest current standards of excellence as outlined in *Profiles of Excellence.* Specific recommendations for improvement of instruction included: (a) hiring specialized personnel to handle the emotional, physical, and social problems of students; (b) in-service training in human relations for teachers; (c) use of more specialized personnel in the instructional and guidance areas; (d) expansion of school library services; and (e) smaller classes.

While relationships between the administration and the teachers have been constructive and pleasant, the report noted a need for more open communication between these groups. Another recommendation was that the board of education distribute agendas in advance of its meetings and hold open hearings in addition to those held to meet crisis situations. Several recommendations indicated the need to secure and implement full professional negotiation as a way to involve teachers in developing and understanding all school policies and to provide formal grievance procedures. While the Normandy salary schedule has been cooperatively developed by the board of education, the administrative staff, and the local association, the report indicates that salaries should be raised and greater attention should be given to fringe benefits.

The school plant section of the report reflects some teacher frustration with present facilities. The report calls for more space for storerooms and workrooms for use by teachers in preparing instructional material, for acoustical treatment of gyms, and for more rooms equipped for audio-visual purposes. Like any other American school system, Normandy needs more money. The report suggests that the district raise the level of investment in each pupil, reappraise its own tax resources, and recommend to the Missouri legislature a greater liberalization of a law which now makes it difficult to pass necessary school levies locally.

In the section of the study devoted to the association, the report recommends that the Normandy Teachers Association become more deeply involved with all aspects of community life and with local, state, and national educational associations. The report recommends further that NTA also strengthen and clarify the goals of its committees and provide better communication between officers and members, a continuous review of its structure and program, greater training for faculty representatives, and released time for the president.

The association presented the report to its members and to the board of education in 1968, and the Policy Development Committee continued to consider the recommendations of the subcommittees throughout the 1968-69 school year. The association realizes that implementing many of these recommendations will require time, energy, and additional funds. However, it believes that the groundwork has been laid for the association, the board, and the community to move ahead to complete the "action needed to close the gap."



Deep-Sky Telescope

Imagine the thrill to the Student-Observer when he can swing a large telescope across the heavens and bring into sharp focus the — ■ *Wispy detail of a remote Nebula.* ■ *Thousands of stars in a Globular Cluster.* ■ *Ever-changing belt structure of Jupiter.* ■ *Polar caps of Mars.*

Celestron Pacific offers a complete line of Observatory Telescopes for the school or private installation in sizes ranging in aperture from 10 to 22 inches and prices starting at $2000. Each is of the folded Schmidt-Cassegrain optical design. Celestron telescopes are professionally oriented and have been purchased by a number of the nation's leading science and research centers, yet they retain simple student-proof control and operation.

EVERY SCHOOL SHOULD BE EQUIPPED WITH A MODERN OBSERVATORY TELESCOPE! Is yours? There are many methods of funding such an installation. For details write to: **Celestron Pacific, Inc.**

2430 e Amsler / Torrance, California 90505

Our leading salesman made $132,458 last year.

(And hundreds of our salesmen earned over $25,000.)

Many companies set limits on how much their salesmen can earn. We don't. At Equitable, it's up to you: the more you sell, the more you earn. Can you qualify?

Under our new career concept, we're looking for people who want challenge, responsibility and the chance to get ahead fast. Some college or managerial experience is helpful, but not absolutely necessary. If you have what it takes, our rigorous training program will give you a solid background—and get you on your way to a dynamic future.

At Equitable, you have a lot to look forward to. For instance, you receive a regular salary—for your first three years of training—plus commissions. You'll enjoy an excellent fringe benefit program, including a company-paid pension plan. There's no need to travel, no need to relocate. No boundaries to your sales territory, either.

Besides all that, you have a lot behind you: one of the largest corporations in the United States. And skilled advisors in all phases of life insurance operations, ready and willing to help you.

If you want to know more about an Equitable career in life insurance sales, a personal interview can be arranged in one of our nearby offices. Drop a line or send a copy of your resume to:

Department F-3,
G.P.O. Box 1170,
New York, New York 10001

THE EQUITABLE

© The Equitable Life Assurance Society of the United States, New York, N.Y. 1969
An Equal Opportunity Employer, M/F

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in instruction can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports in EDUCATION DAILY *and* RESEARCH IN EDUCATION.

What does research say about the mental health of inner-city children?

A recently reported five-year study of children from six through 18 in a section of midtown New York City showed 12 percent to be mentally healthy or merely minimally impaired. Another 12 percent were found to be suffering from serious mental illness, and an additional 34 percent were described as moderately impaired. The study analyzed a sample of 1,034 children—60 percent were white; 30 percent, Spanish-speaking; and 10 percent, Negro.

According to Thomas S. Langner, the principal investigator, one of the central findings of the study was the susceptibility to mental illness of children of poverty, whose parents' lives are characterized by lack of schooling, low-income work, and constant tension over lack of money. Other factors found to be associated with mental illness included frequent spanking and withdrawal of the child's privileges, parental quarrels, fathers who disliked their work, and mothers who were unsociable or excitable.

Only 8 percent of the white children in the sample were identified as seriously disturbed, whereas 17 percent of the Negroes and 18 percent of the Spanish-speaking children were so identified. Among children in families on welfare, the figure was 28 percent. The risk of mental illness was found to decrease as the parents' education and income increased, except in the case of Negroes.

Dr. Langner said that although Negro children from ages six to nine have about the same degree of impairment as white children, the picture changes dramatically at ages 10 to 13, when the proportion of markedly impaired Negro children starts to exceed those of whites. (Negro girls show the greatest increase in impairment with increasing age.)

Dr. Langner expressed alarm at the findings of the study, which was based in large part on interviews by psychiatrists with children and mothers.

What tentative conclusions have been reached about the value of individualized reading programs?

Informal studies by some teachers who have tried individualized reading in their classrooms reflect enthusiasm for the method. However, three controlled studies show that there is no justification for urging all first-grade teachers to adopt the method.

A review of the research indicates that:

1. Children profit if informal instruction, such as stories which the children have dictated, are used.
2. Formal reading instruction should include a variety of approaches.
3. There should be an extensive classroom library.
4. The teacher should often refer to lists of basic skills needed by children.
5. Evaluation should be continuous.
6. A teacher who feels incompetent using an individualized-reading approach should follow other practices. (*R in E* ED-013-181)

Is class size related to pupil learning?

To test the hypothesis that pupil achievement is inversely related to class size, a five-year study examined the relationship between class size and pupil achievement in reading and arithmetic. Data were taken from records of the Baltimore public school system for all 16,449 grade three pupils in the class of 1959, comprised of 6,568 regular white pupils, 8,341 regular nonwhite pupils, 441 special education white pupils, and 1,099 special education nonwhite pupils.

Pupils in smaller classes in both the regular and special education curriculums were found to make significantly greater achievement gains than students in larger classes. Smaller class size (1-25) was considerably more productive for nonwhite than for white students. (*R in E* ED-025-003).

FREE OR INEXPENSIVE

Order from addresses given. Quantity discounts are available on some items. Unless otherwise indicated, obtain government publications from the Superintendent of Documents (Supt. Doc.), Government Printing Office, Washington, DC 20402. Make out money order or check to the Superintendent of Documents. Do not send stamps.

BIBLIOGRAPHIES

Bibliography of Books for Children. Books categorized in ways useful to children, teachers, and librarians. For preschool children through elementary grades. Annotated. Indexed by author and title. 1968. 132 pp. $1.50. Assn. for Childhood Education Internatl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

Book Bait: Detailed Notes on Adult Books Popular with Young People. Second edition. Offers background and guidance to those who want to promote mature reading for young people 13 to 16 years old. Included are books by such authors as Jane Austen, John Hersey, James Michener, Betty Smith, and Jules Verne. 1969. 130 pp. $2. American Library Assn., 50 East Huron St., Chicago 60611.

Children's Books of the Year 1968. A guide for parents and those working with children. Selections for children of nursery age to adolescents about age 14. Annotated and indexed. 1969. 36 pp. $1. Child Study Assn. of America, Publications Dept., 9 East 89th St., New York 10028.

CITIZENSHIP DAY SEPTEMBER 17, 1969

Character Education. A handbook of suggestions for teaching character, conduct, and responsible citizenship. Based on *Freedom's Code*. For elementary grades. 1966. 94 pp. Free. The Children's Fund, 519 Three America's Life Bldg., 118 Broadway, San Antonio, TX 78205.

Citizenship Day and Constitution Week Bulletin. Information to help communities and organizations plan ceremonies and programs. Includes Presidential proclamation, questions and answers on ceremonies honoring U.S. citizenship, and descriptions of selected programs. 1969. 28 pp. Free as long as supply lasts. Write to NEA Citizenship Committee, 1201 16th St., N.W., Washington, DC 20036.

Adlai Stevenson: Words To Live By. Leaflet. Single copy free. NEA Citizenship Committee.

How To Write a Letter to Your Congressman. Leaflet. Single copy free. NEA Citizenship Committee.

Know the United States of America. Includes information about the three branches of the federal government, each of the states, and U.S. historic documents. Also features a quote from each of our Presidents on his view of America. 1969. 157 pp. $2 for NEA members ($2.95, reg. price). Capital Publishers, Inc., P.O. Box 6235, 5306 Belt Rd., N.W., Washington, DC 20015.

Know Your Congress. 1969. 91st Congress, 1st Session. Photos of each congressman, by states. Lists committees and gives office room and telephone number of each congressman. Also includes information on the powers vested in Congress, duties and rights of every citizen, and questions and answers about Congress. 1969. 132 pp. $2 for NEA members ($2.95, reg. price). Capital Publishers, Inc., P.O. Box 6235, 5306 Belt Rd., N.W., Washington, DC 20015.

Pledge of Allegiance to the Flag. Poster with pictorial scenes of the United States surrounding the pledge. In color. Suitable for framing. 1969. 11½ x 14 in. (including white mat). 40¢ for NEA members (75¢, reg. price). Capital Publishers, Inc., P.O. Box 6235, 5306 Belt Rd., N.W., Washington, DC 20015.

Voting Is People Power. Conducting registration and voting drives in innercity. 1967. 36 pp. 25¢. League of Women Voters Education Fund, 1200 17th St., N.W., Washington, DC 20036.

CONSERVATION EDUCATION

Room To Roam. Travel guide for the West and Alaska, with photos, regional maps, and descriptions of 457 travel attractions. Also information on geologic formations, Indian ruins, and wildlife. 1968. 32 pp. 50¢. Cat. No. I 53.2:R 53. Supt. Doc.

ELEMENTARY EDUCATION

Creating with Materials for Work and Play. Packet of leaflets. Titles include "3-D Materials: Clay and Others," "Props To Enhance Dramatic Play," "Room Environment." 1969. 12 leaflets. $1.25. Assn. for Childhood Education Internatl., 3615 Wisconsin Ave., N.W., Washington, DC 20016.

Cut Letters. A method for teachers to use and to teach when cut letters are needed for bulletin boards, book covers, murals. 1969. 40 pp. $2. Jean Zamboni, 327 A Glenn Ave., Normal, IL 61761.

Together We Speak. A collection of choral readings, topically grouped for each of the four seasons. Also explains

GUARANTEED PROFITS
for your group or organization
$60 to $450
or I will make up the difference myself!

Lovely way to make your group's treasury flourish. Pine or Bayberry-fragrant Regal Candle with golden filigree base and colorful glow lend a warm highlight to mantel, buffet or dining table. Not sold in stores.

Abigail Martin, Fund-Raising advisor, says: "If you don't raise the sums below, I'll make up the difference between your cost and your guaranteed profit!"

Order...	And I Guarantee...	Or Sell All and Make...
15 Sales Kits	$ 60 Profit	$ 81 Profit
30 Sales Kits	$121 Profit	$162 Profit
50 Sales Kits	$202 Profit	$270 Profit
100 Sales Kits	$450 Profit	$600 Profit

Regal SCENTED BRANDY-GLASS CANDLE

SEND FOR FREE SAMPLE
To Show Your Group

ORDER 1 SALES KIT FOR EACH MEMBER SELLING

Don't be surprised if customers buy 3, 4 or more at a time! Individually gift boxed. Burns 15 hours. Many groups make over $2000 in 2 short weeks!

No risk. 30 days credit. 6 Shipping Centers: Cal., Mo., Pa., Mich., Tenn., Mass. — MAIL COUPON TODAY

To: Abigail Martin, 1113 Washington, Dept. 115, St. Louis, Mo. 63101

SEND ____ CANDLE SALES KITS (PLUS FREE SAMPLE) Shipped Ppd. Retails $1.25

Date Needed ____ No. Members ____ Org. Area Code & Phone ____

Organization Name ____

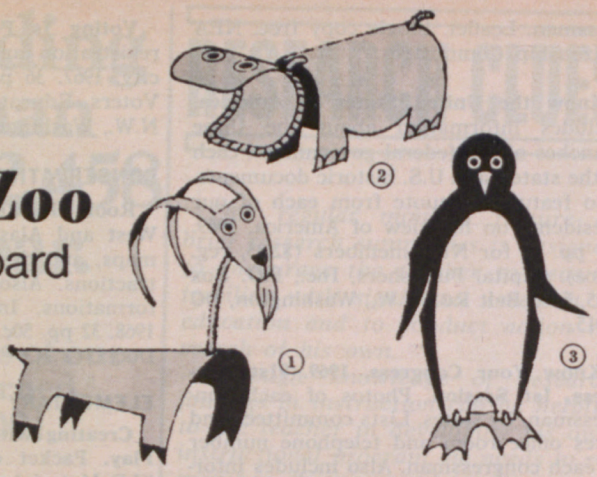
Ship to (Name) ____

Address* ____ City ____ State ____ Zip ____

☐ Send FREE CANDLE! (Offer subject to verification) *Do not use P.O. Box or RFD.

Within 30 days, we agree to pay: For 60 kits or more $9.00 per kit; For 15 to 59 kits — $9.60 per kit; For 5 to 14 kits — $10.20 per kit; For 1 to 4 kits — $10.80 per kit.

Make a Zoo
from cardboard tubes...



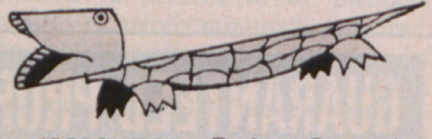
Save up the kind of tubes around which are rolled paper towelling, foil, etc. With scissors cut shapes of Zoo animals. Put the parts together with pipe cleaner or paste. Crayon or paint the various animals.

BONNIBELL BIRD: Cut a tube 3½″ long. Cut end to end all the way through; spread out. Shape feet, tail. For head, cut a tube 1½″ diam. x 1½″ long; cut V-slot; bend out for beak. Affix to body with pipe cleaner. Color brightly.

① ***BILLY GOAT:*** Body—Cut a tube 4½″ long; cut through end to end; spread out. Shape tail, legs. Cut cardboard 4¾″ x 1″; shape 3″-long horns (curl back); shape face, pointed goatee. Affix to body by pipe cleaner. Note goat in the sketch.

② ***HIPPOPOTAMUS:*** Body—Cut tube 2⅝″ long. Cut end to end; spread out. Cut away to form 4 legs ½″ long. Shape body. Cut a tube 2½″ long x ½″ deep. Cut end to end for mouth; round 4 corners. Cut 2 notches for ears. Affix to body. Pink body; red mouth; white teeth, black spaces.

③ ***PENGUIN:*** Body—Cut a tube 4½″ long; round off top for head, round and notch the base. Cut pointed wings; flare. Cut cardboard feet 2″ wide x 1½″ long. Affix to body so bird can stand. Through slot in face, poke pointed yellow beak. Color penguin style—black and white; yellow feet. See the penguin in the sketch above.



ALLIGATOR: Body—Cut tube 8″ long; open up end to end and spread out; shape body, tail, feet. Cut another tube 2½″ long for head; shape a big, open mouth; fold up other end to close back of head; tie shut. Affix to body with pipe cleaner. Paint body green, scale markings black, inside mouth red with white teeth and black spaces. Note illustration.

Always Tastes So Good—Costs So Little!

The delicious, satisfying flavor of Wrigley's Spearmint Gum is a wholesome, happy, little treat millions of children and adults enjoy daily. And it is never rich or filling.

mechanics, phases, and staging of choral reading. Indexed. 1968. 48 pp. $1.25. No. 323. The Instructor Publications, Inc., Dansville, NY 14437.

Mount McKinley National Park Storybook To Color. Drawings with text. Stresses the need to preserve a quality environment. 1968. 34 pp. 85¢. Mount McKinley Natl. Park, P.O. Box 9, McKinley Park AK 99755.

ENGLISH TEACHING

Designs for Reading: Short Stories. Gives examples of short stories on such topics as how to survive hardship and danger, how war distorts human relationships, and the price paid for pretense. Guides at the end of each section help students to infer the meaning of a story, understand its characters, and judge the story as a whole. With study questions and suggested writing activities. (One of a series which also includes books on poetry and drama.) 1969. 250 pp. $1.40. Houghton Mifflin Co., 110 Tremont St., Boston 02107.

Fiction Writing. A Guide for Students. For high school students. Provides the beginning basic techniques of fiction writing, with examples of both good and poor writing. Also includes information on preparing a manuscript for marketing, marketing it, and using fictional techniques in writing nonfiction. 1969. 95 pp. $1.04. Steck-Vaughn Co., P.O. Box 2028, Austin, TX 78767.

HEALTH EDUCATION

Bulletin of Suicidology. Includes articles on classification of suicidal phenomena and suicide prevention programs in the United States and a bibliography and abstracts on suicidology. 1968. 68 pp. Free. July issue. Center for Studies of Suicide Prevention, Natl. Institute of Mental Health, 5454 Wisconsin Ave., Chevy Chase, MD 20203.

A Drug Knowledge Inventory. Kit with a teaching test to help learn facts about drugs. Includes a scoring key and discussion guide. 1969. Test, 8pp.; Guide, 2 pp. Specimen set, 85¢. Family Life Publications, Inc., Box 6725, Durham, NC 27708.

SCIENCE EDUCATION

Code-Name: Spider, Flight of Apollo 9. Photos and text of the manufacture, testing, and flight of Apollo 9. In color. 1969. 20 pp. 40¢. No. EP 68. (NASA) Supt. Doc.

NASA Facts: Biosatellite II. How this space experiment has added to man's understanding of life processes and how it can contribute to planning for manned space flights of long duration. Color photos. 1969. 12 pp. 35¢. NF-3. Supt. Doc.

SOCIAL STUDIES

The Challenge of Crime. Summarizes major findings of the President's Commission on Law Enforcement and Administration of Justice. Includes the Commission's recommendations for controlling crime. 1968. 28 pp. 25¢. Pamphlet No. 425. Public Affairs Committee, 381 Park Ave. South, New York 10016.

Foreign News and World Views: Interpreting the Newspaper in the Classroom. Discusses how to encourage critical and analytical thinking about international problems. 1969. 80 pp. $1. *New Dimensions*, Vol. 1, No. 2. Foreign Policy Assn., Inc., 345 East 46th St., New York 10017.

Illinois. A Students' Guide to Localized History. A short history of the state, period by period, with a bibliography of suggested reading and a listing of objectives for field trips. One of a series which includes booklets on states, cities, watersheds, and peoples. 1969. 28 pp. 75¢. Teachers College Press, Columbia University, 525 West 120th St., New York 10027.

Your 1970 Census. Reviews the origin and purpose of the 10-year count, and summarizes some recent changes in American life with which the 1970 census will be concerned. 1969. 24 pp. 25¢. Pamphlet No. 430, Public Affairs Committee, Inc., 381 Park Ave. South, New York 10016.

UNITED NATIONS WEEK
OCTOBER 19-25, 1969

Controlling Conflicts in the 1970's. A U.S. proposal to provide the United Nations with a peacekeeping force of 40,000 men to control international conflict in the 1970's. 1969. 62 pp. 85¢. Box P, UNA-USA, 833 UN Plaza, New York 10017.

The United Nations: The Story of International Cooperation. A work text for high school students. Traces the origins of the idea of an international organization, describes previous attempts, and outlines the functions of the United Nations' organs. 1968. 114 pp. $1.24. Steck-Vaughn Co., P.O. Box 2028, Austin, TX 78767.

The following inexpensive materials useful for observing United Nations Week are available from UNA-USA, Publications Services, 833 UN Plaza, New York 10017. Order by catalog number (minimum order $2 plus postage).

0175. **Basic Facts About the United Nations.** 63 pp. 35¢.

0325. **Charter of the United Nations.** 92 pp. 25¢.

9016. **UNESCO Information Kit.** Books and pamphlets. $2.

9030. **United Nations Structure Sheet—CIRUNA, 1969.** 20 for $1.

7990. **Human Rights—From Ideals to Law—UNESCO.** Poster set of 12 photos. $1.

7815. **Human Rights Kit.** Informative materials. $2.

9285. **UN Day Kit—UNA, 1969.** Books, posters, pamphlets. $2.

9265. **Toward the Reconciliation of Europe.** Report of UNA-USA National Policy Panel. $1.

9220. **Portfolio for Peace.** Excerpts from speeches and writings of Secretary-General U Thant. $1.25.

7770. **Teacher's Kit—UNA, 1968.** Publications, pamphlets, and graphics. For high school. 50¢.

7805. **UNICEF Elementary Teacher's Kit.** $1.

9065. **What is UNESCO?** 69 pp. 50¢.

5050. **Arrow Book of the United Nations.** For children. Illustrated. 80 pp. 50¢.

2120. **Let's Learn About the UN.** Coloring book. 70 pp. $1.

0875. **Flag Chart.** Color poster, 22 x 21 in. 50¢.

9175. **1968 Photographic Display Set—UN.** Sixteen photos, each 14 x 20 in. $1.50.

VOCATIONS

Careers for Women in Conservation. The job opportunities, the major professions, and the employers of conservation workers. One of a series of U.S. Department of Labor booklets. 1969. 8 pp. 10¢. Leaflet No. 50. Supt. Doc.

HOW FREE SHOULD THE HIGH SCHOOL PRESS BE?
(*Continued from page* 54)

isn't a matter of what I want. You were the ones who put it in; now you must decide what action—if any—you're going to take about it."

The apology appeared. As one staffer said, "It was our responsibility to do something. *Silver Chips* doesn't only serve the school, it goes to other areas in the country, and we have to think of that aspect." Mrs. Settle summed up the experience: "I think the staff learned a lesson—that they couldn't just write for themselves, that they couldn't just be a little in-group. It made them aware that the paper is public property."

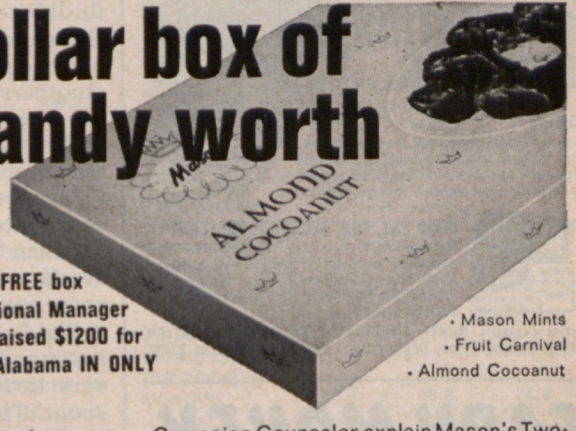
Sometimes *Chips* staffers are startled to find out how free they are. One of them made this comment about freedom of the press at Blair. "I think I was rather naïve. I went to a journalism conference thinking that all papers had as much freedom as we have, but I found out that every single paper that was represented in my study group was censored except ours. Every article in those papers had to be okayed; it might be cut by the adviser or its contents changed so that the writing is the censor's, not the reporter's. I was shocked to learn this."

Some students believe that the reason why Montgomery Blair hasn't had an underground paper thus far lies in the fact that students have the right to express themselves in the official school publication. One reporter believes that "the people who might have the incentive and the ability to publish an underground paper might already be on the *Chips* staff."

And he may be right. But Mrs. Settle acknowledges that an underground paper could spring up tomorrow at Blair. So does Dr. Brennan. The only thing they can be sure of is that the reason for the underground paper won't be a repressive censorship policy on the part of Blair High School's newspaper adviser or administrators. •

—E.E.

A FREE dollar box of Mason Candy worth $1200?



Mr. Frank L. Roshell sent for his FREE box and with the help of Mason's Regional Manager and local Campaign Counselor, raised $1200 for the Boteler High School, in Holt, Alabama IN ONLY ONE HOUR AND FIFTEEN MINUTES.

- Mason Mints
- Fruit Carnival
- Almond Cocoanut

"The candy was given to the students on Friday afternoon at the close of school. By 4:30 PM of the same day, without taking students away from classes—the drive was completed. This method of raising $1200 in less than two hours is undoubtedly the best method I have ever used."

Send for a Free box of candy and let our Campaign Counselor explain Mason's Two-Hour-Fund-Raising Plan. No risk—No investment. Each box has an attractively printed sleeve with your organization's name, picture and slogan. Shipping charges prepaid. Return what you don't sell. Keep 40¢ on every dollar box sold. Pay after you have sold the candy. Mail coupon today!

PAT MASON, DEPT. **786,** MASON, BOX 549, MINEOLA, L.I., N.Y. 11501
Please send me (without obligation) further information and have your Campaign Counselor bring me my Free box of candy and explain Mason's Extra-Profit / Prize Award Program.

NAME_____ AGE (if under 21)_____
ORGANIZATION_____
ADDRESS_____ CITY_____
COUNTY_____ STATE_____ ZIP_____
HOW MANY MEMBERS_____ PHONE_____

Mason Candies, Inc. Mineola, L.I., N.Y. (Offer available only to non-profit groups.)

SEND TODAY FOR YOUR
FREE CATALOG
Featuring DISCOUNT PRICES
for Elementary, Junior
and Senior High Schools
TEXTBOOKS (New and Used)
PAPERBACKS VIDEO/RECORDING TAPES
Workbooks • Review Books • Study Aids • Supplies
All available from *one source*, one of America's largest textbook dealers . . . more than 1,000,000 books in stock. Special attention to Title II orders
adams Book Company
Dept. B, 66 Water St., Bklyn., N.Y. 11201

XMAS TOURS
Restful, yet most encompassing vacations. You enjoy the areas visited, not just see them. Prices below cover all land arrangements, including hotels, sightseeing, transfers, baggage handling, tips, etc. Fully escorted.
HAWAII 16 DAYS $184
Plus $215.81 in airfares covering United Air Lines jetliner roundtrip from West Coast and all island flights.
MEXICO 17 DAYS $393
Plus airfares: Dallas — $142; Los Angeles — $176; San Francisco — $206. Rates of other cities given on request.
Apply: HOWARD TOURS, INC.
522 Grand Avenue; Oakland, California 94610 Telephone (415) 834-2260

Prepare at Home in Spare Time to be
RECREATION DIRECTOR...

Playground • Crafts • Camp Sports Leader 1000s great "Fun Jobs" open now for qualified men and women all ages who like people. Supervise indoor-outdoor activities of all types for playgrounds, hospitals, camps, recreation centers, etc.
Your Future in RECREATION CAREER CHART ALL 3 FREE "How To Win a Job in RECREATION"
GOOD PAY, FUN, SECURITY, PRESTIGE! Recreation is booming! U.S. Labor Department predicts "750,000 new jobs by 1980!" Easy home-study plan. Send for big "RECREATION CAREER KIT" — ALL FREE! State your age.
TOM HARMON, NORTH AMERICAN SCHOOL OF RECREATION
4500 Campus Drive, Dept. 4319, Newport, California 92660

EARN MONEY
$50, $250, $500 or More
Light bulbs are easy to sell because they are needed in every home. Revere bulbs have an extra selling feature. They are guaranteed in writing to last for 3 years. Conventional bulbs carry no guarantee and have a life expectancy of only ⅓ the life of a Revere bulb.
Guaranteed Profit of 40%. No investment required. Unsold bulbs can be returned for credit. Write for a free brochure on how to make money selling Revere Light Bulbs.
MAIL TODAY
Revere Company Dept. T-99
911 Columbia St. Scranton, Pa. 18509
Name
Club
Street & No.
City State Zip

You may not agree but . . .

We're Wasting the Gifted!

believes **CYNTHIA KLINGLER,** *a former fifth grade teacher, Las Vegas, Nevada*

• **In its efforts to provide opportunity** for all segments of society, education, the great American equalizer, has neglected those who have the greatest potential of being the instruments of social and economic progress. An unwillingness to admit that some are less equal than others in our great American democracy has hampered efforts to challenge and encourage our brightest youngsters through innovations in the curriculum. The nation is spending huge sums on children who are at the lower end of the spectrum while neglecting those at the upper end.

The limited research available demonstrates that the gifted have been the victims of fallacious thinking ranging from "They'll get the work anyway," to "If they finish ahead of the others, they can help the slower ones." By forcing them to mark time, the inflexible curriculum too prevalent in the nation's schools, both elementary and secondary, dulls the curiosity and smothers the initiative of those who are able to master all of the basic skills far more quickly than their classmates.

Gifted children need a different type of curriculum, one that will tap their abilities, and it is the responsibility of the community to set up such a program.

Children who score 150 or higher on standard intelligence tests have very little place in the regular classroom. They belong in special classes or special schools where they can be accelerated through an ungraded program. They should not be obliged to stimulate the lives of their fellow students. The extremely bright may possess little in common with their peers. They may even be isolates. Lewis Terman's well-known longitudinal study, begun at Stanford University in the early 1920's, in which he followed for several decades some 1,500 subjects whose IQ was 140 or higher, demonstrated that the highly gifted reach their productivity peak as early as their twenties in some professions and their thirties in others. Therefore, the schools should make it possible for them to complete their formal academic work as quickly as they are able.

Most communities do not have enough of these children to justify a special school for them, but they can be provided for within the framework of the regular school. Their curriculum should be enriched, even as it is accelerated, through emphasis on problem-solving activities and aesthetic experiences.

Acceleration would also benefit children whose IQ's are in the 120-150 range. Many educators hesitate to accelerate those youngsters within the traditional lockstep curriculum.

The ungraded curriculum is an answer to this dilemma. The educator who gives more than lip service to the concept of individual differences must agree that grouping children by chronological age negates and nullifies child development research. Once children have been grouped in interage clusters, acceleration is not a problem. Although the ungraded system is not a panacea, it does provide a means of dealing with the intellectual progress of the gifted child as well as allowing the average child to proceed at his own speed. The gifted child is not compelled to spend the same period of time as his age peers in every area at every level and may complete his academic work in a shorter period.

The curriculum should deal with the experiences and needs of society. The teacher can provide materials geared to different levels so that problems can be pursued superficially or in depth. Some materials may be concrete; some, abstract. Investigations should trigger new investigations. Research has shown that the gifted profit from these kinds of activities.

In addition to the regular class, the gifted may have access to special classes, such as advanced mathematics and creative writing, and to resource people. Their programs should be individualized as much as possible, and they can benefit from such innovative experiences as team teaching.

Educators must do something. The lost and wasted talents of these people are needed to solve the problems of the next generation. •

TEACHER OPINION POLL

Sixty-seven percent of the nation's public school teachers report no noticeable feeling of unrest among students in their schools during 1968-69. Four percent say that students demonstrated against school policies, and another 8 percent that students presented grievances but did not demonstrate. More than 1 teacher in 5, however, indicate that there was a general feeling of unrest among students even though they did not engage in active demonstrations or presentations of grievances.

These findings come from a nationwide survey conducted in spring 1969 by the NEA Research Division, which asked a scientifically selected sample of public school classroom teachers this question:

"Has there been a noticeable amount of student unrest in your school this year (1968-69)?"

The four possible responses to the question were: (a) students have demonstrated against school policies this year; (b) students have not demonstrated, but they have presented their grievances to the school administration; (c) there have not been any demonstrations or presentations of grievances, but there is a general feeling of unrest among the student body; (d) there is no noticeable feeling of unrest among students in my school.

Responses show many more secondary than elementary school teachers reporting the existence of student unrest. One-half of all secondary teachers surveyed indicated that some form of student unrest existed in their schools while only about one-sixth of the elementary teachers did.

	Total	Elementary	Secondary
Students have demonstrated against school policies this year.	4.1%	0.9%	7.3%
Students have not demonstrated, but they have presented their grievances to the school administration.	7.6	1.7	13.5
There have not been any demonstrations or presentations of grievances, but there is a general feeling of unrest among the student body.	21.3	13.3	29.3
There is no noticeable feeling of unrest among the students in my school.	67.0	84.1	49.9

Responses from teachers in different geographic regions of the country were similar. However, teachers' reports of student unrest differed depending on whether they taught in urban, suburban, or rural communities. Forty-one percent of teachers in urban areas reported some form of student unrest in their schools in 1968-69, 32 percent in suburban areas, and 26 percent in rural areas. In all three types of communities, a majority of the teachers reporting the existence of student unrest indicated that it was a general feeling rather than active protest.

	Urban	Suburban	Rural
Students have demonstrated against school policies.	7.4%	3.2%	1.5%
No demonstrations, but presentation of grievances.	8.9	7.4	6.3
No demonstrations or presentation of grievances, but a general feeling of unrest.	24.7	21.1	17.8
No noticeable feeling of unrest among the students.	58.9	68.3	74.4

—NEA Research Division.

TEACHER IN POLITICS

Omar J. Jones, principal of Howard County (Maryland) High School, was elected in January as the first executive of the newly reorganized Howard County government. His term extends to December 1970.

He had served since November 1966 as chairman of the Charter Writing Board for the county, an elective office, and was a key figure in the campaign for acceptance of the document by the voters last November.

He was county chairman of a group responsible for establishing a YMCA in his fast growing county.

A native of Maryland, Mr. Jones served as president of the Charles County Teachers Association, and later as president of the Howard County Teachers Association. He organized and administered the first senior high school in Howard County.

—Fred H. Spigler, Jr., *assistant executive secretary, Legislation, Maryland State Teachers Association.*

Your School

NEWSPAPER

and Publications

We can print 250 copies of your Newspaper for as little as $25.00.

—No charge for pictures

—Quality paper stock is used

—No contracts—no hidden costs

—Return postage paid

—Prompt service from Coast to Coast

Inquire about our low cost Literary Magazines.

Samples and price list on request.

The A. G. Halldin Publishing Company

Box 667, Indiana, Pennsylvania, Dept. N 15701

FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

1970 NEA Convention: July 1-6, San Francisco.

NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-14; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, councils, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214.

NEA dues: Active Membership $15 a year. Associate Membership $10. Life or Associate Life Membership $300 cash or $33 a year for 10 years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $10 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.

AFTER ALL

AL, AK, AZ, AR, etc.

To a Georgian, GA seems a logical abbreviation for his state. After all, he's been writing Ga. on envelopes for as long as he can remember. Residents of DC, KY, LA, ME, MD, NH, NJ, NM, NY, NC, ND, PA, PR, RI, SC, SD, VT, and VA recognize their own states in the ZIP Code two-letter—two-letter by computer compulsion — abbreviations now advocated by the United States Post Office.

The rest of us also tend to identify these familiar initials. How about MI, though? Does it stand for Michigan? Minnesota? Mississippi? Missouri? (Missourians, of course, know that MI isn't theirs; they have their own MO.) Do you feel comfortable with CA, HI, NB, TN, and some of the other new combinations?

Beautiful OH and On, WI

Since last September, your issues of TODAY'S EDUCATION have come to you guided by a label bearing the official Post Office abbreviations. This month marks the first time JOURNAL editors have forced ourselves to adopt the code within the magazine. *Forced* is the word. Our fourth grade teachers so well impressed upon us what Mich., Minn., and Miss. stood for that those abbreviations somehow look more civilized than raw MI, MN, and MS. But probably by the end of the school year we'll have forgotten that Michigan was ever shortened to any form other than MI, and WI will seem right for Wisconsin. However, we promise not to let innovation carry us away to "Beautiful OH"; "On, WI"; or "MD, My MD."

ZIPping Along with the POD

Here are the standardized Post Office Department ZIP Code abbreviations:

Alabama—AL
Alaska—AK
Arizona—AZ
Arkansas—AR
California—CA
Colorado—CO
Connecticut—CT
Delaware—DE
District of Columbia—DC
Florida—FL
Georgia—GA
Guam—GU
Hawaii—HI
Idaho—ID
Illinois—IL
Indiana—IN
Iowa—IA
Kansas—KS
Kentucky—KY
Louisiana—LA
Maine—ME
Maryland—MD
Massachusetts—MA
Michigan—MI
Minnesota—MN
Mississippi—MS
Missouri—MO
Montana—MT
Nebraska—NB
Nevada—NV
New Hampshire—NH
New Jersey—NJ
New Mexico—NM
New York—NY
North Carolina—NC
North Dakota—ND
Ohio—OH
Oklahoma—OK
Oregon—OR
Pennsylvania—PA
Puerto Rico—PR
Rhode Island—RI
South Carolina—SC
South Dakota—SD
Tennessee—TN
Texas—TX
Utah—UT
Vermont—VT
Virginia—VA
Virgin Islands—VI
Washington—WA
West Virginia—WV
Wisconsin—WI
Wyoming—WY

Computer Trauma

Changes in abbreviations are the least of our computer-precipitated problems. A JOURNAL editor had this typical experience last year: He ordered a wonderful set of books from a well-known publisher but received no volumes. Instead, the computer bombarded him with bills and threats—and with invitations to order that wonderful set of books.

Our man wasn't in a position to be too self-righteous, for the NEA was suffering its own computer difficulties. Fouling up distribution of NEA publications was our computer's specialty. Some patient members—and many not so patient—did not receive a single issue of TODAY'S EDUCATION or *NEA Reporter* all year and many received copies erratically.

On the other hand, we know of at least one teacher who received three copies of each issue. To dramatize this prodigality, the teacher—from the state of CT—wrote us three letters each time the magazines descended upon her in triplicate.

We're assured that our computer, formerly so recalcitrant, is now behaving properly. But if you know that your dues have been forwarded to NEA and you nevertheless receive your magazine and newspaper irregularly or not at all, notify the Association (Records Division) immediately.

If the matter isn't corrected, also immediately, somebody is going to have to eat his hat and it won't be you. Your editors don't fancy a hat diet, either. What kind of chapeau will computers be eating next season?

EXTRAS FOR OUR READERS

TODAY'S EDUCATION
Section SP
1201 Sixteenth Street, N.W.
Washington, DC 20036

Please send me the following items as indicated (enclose a stamped, self-addressed envelope if you are requesting free materials only).

☐ I enclose a check or money order for $_____. (Make checks payable to the National Education Association.)

☐ Bill me. (Shipping and handling charges will be added to all billed orders.)

Tape Recordings ($2.50 each):

☐ _____

Name _____

Address _____

City _____ State _____ ZIP _____

Requests for materials on this coupon must reach us by October 1, 1969.

Reprints (single copy free; quantity prices as shown below):

Quantity No.	Cost	
_____	100 for $ 60	Special Feature on Violence and Aggression. Stock No. 351-11144
_____	500 for $150	
☐	1 single copy	

Bibliographies (single copy free; not available in quantity):

☐ A brief list of supplementary reading to accompany the Special Feature on Violence and Aggression.

☐ Opinions Differ: "How Free Should the High School Press Be?"

For information about other reprints, see also page 40 and page 65.

HUNGER IS ALL SHE HAS EVER KNOWN

Margaret was found in a back lane of Calcutta, lying in her doorway, unconscious from hunger. Inside, her mother had just died in childbirth.

You can see from the expression on Margaret's face that she doesn't understand why her mother can't get up, or why her father doesn't come home, or why the dull throb in her stomach won't go away.

What you can't see is that Margaret is dying of malnutrition. She has periods of fainting, her eyes are strangely glazed. Next will come a bloated stomach, falling hair, parched skin. And finally, death from malnutrition, a killer that claims 10,000 lives *every day*.

Meanwhile, in America we eat 4.66 pounds of food a day per person, then throw away enough garbage to feed a family of six in India. In fact, the average dog in America has a higher protein diet than Margaret!

If you were to suddenly join the ranks of 1½ billion people who are forever hungry, your next meal would be a bowl of rice, day after tomorrow a piece of fish the size of a silver dollar, later in the week more rice—maybe.

Hard-pressed by the natural disasters and phenomenal birth rate, the Indian government is valiantly trying to curb what Mahatma Gandhi called "The Eternal Compulsory Fast."

But Margaret's story can have a happy ending. For only $12.00 a month, you can sponsor her, or thousands of other desperate youngsters.

You will receive the child's picture, personal history, and the opportunity to exchange letters, Christmas cards—and priceless friendship.

Since 1938, American sponsors have found this to be an intimate, person-to-person way of sharing their blessings with youngsters around the world.

So won't you help? Today?

Sponsors urgently needed this month for children in Taiwan, India, Brazil, Thailand and Philippines. (Or let us select a child for you from our emergency list.)

Write today: Verbon E. Kemp

CHRISTIAN CHILDREN'S FUND, Inc.

Box 511, Richmond, Va. 23204

I wish to sponsor ☐ boy ☐ girl in (Country) _____

☐ Choose a child who needs me most.

I will pay $12 a month. I enclose first payment of $_____

Send me child's name, story, address and picture.

I cannot sponsor a child but want to give $_____

☐ Please send me more information

Name_____

Address_____

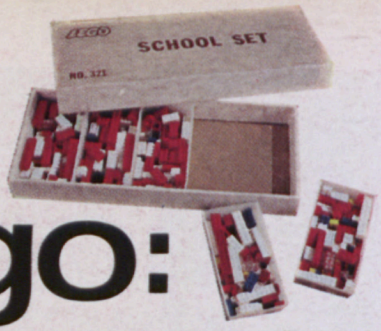
City_____

State_____ Zip_____

Registered (VFA-080) with the U.S. Government's Advisory Committee on Voluntary Foreign Aid. Gifts are tax deductible.

Canadians: Write 1407 Yonge, Toronto 7

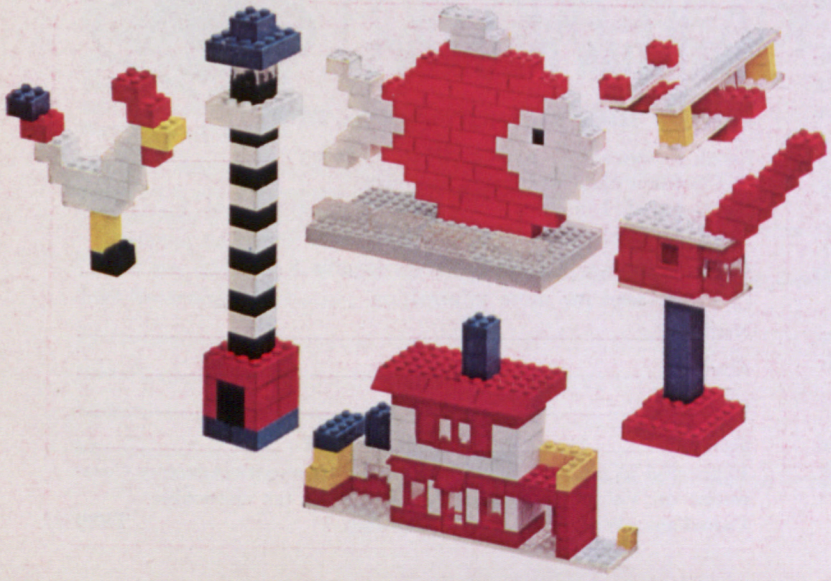
TE99



Lego: the aid that makes teaching a snap.

Lego is a teaching aid that does lots more than just keep kids busy. It motivates them. Stimulates the growth of natural creativity. Gives them the thrill of building what they picture in their minds. Lego makes class work more meaningful. Helps languages, social studies, science and mathematics come alive. And because almost anything a child can imagine can be built with Lego, you can develop programs of your own. Lego is easy to use. The bricks simply "snap" together with each other, then pull apart easily when it comes time to dismantle. For the sake of classroom organization, and to keep clean-up time to a minimum, the 321-piece School Set comes in five handy storage trays, packed in a double-strength container. Lego is now being used with gratifying results in many schools, especially by children from kindergarten age to third grade. So give your classes a creative head start. Start them on Lego.

For children from nursery school through first grade, use the No. 060 Jumbo Brick School Set. 60 snap-together bricks all the same size (1" x 2" x 4"). In Red, White and Blue. Simplicity of set helps younger children build models without frustration or confusion.

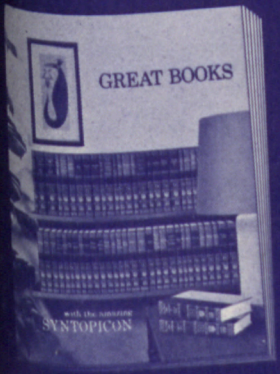


Teachers use and re-use this set to provide easily understood information about gears and how power is transmitted. Children develop an early awareness and curiosity about gears.

For name of your nearest Lego school distributor write Samsonite Corporation, Toy Division, Dept. TE58, Denver, Colorado 80217.

Blank Page
Intentionally
Inserted by
GWU Special
Collections

FREE!



INFORMATIVE BOOKLET

Gentlemen:

Please send me, *free and without obligation*, your colorful booklet which describes Great Books in detail and includes a complete list of authors and their works. Also send me information on how I may obtain this magnificent set, *direct from the publisher*, at the Educator's Discount, on your easy budget plan.

GB

MR.
MRS.
MISS_____
(circle one and please print)

Address _____

City _____

State _____ Zip Code

School _____

JUST FILL IN CARD—NO POSTAGE NEEDED!

402-M

PRINTED IN U.S.A.

SOC-3

FIRST CLASS
PERMIT
NO. 16850
CHICAGO,
ILLINOIS

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

Postage will be paid by

GREAT BOOKS

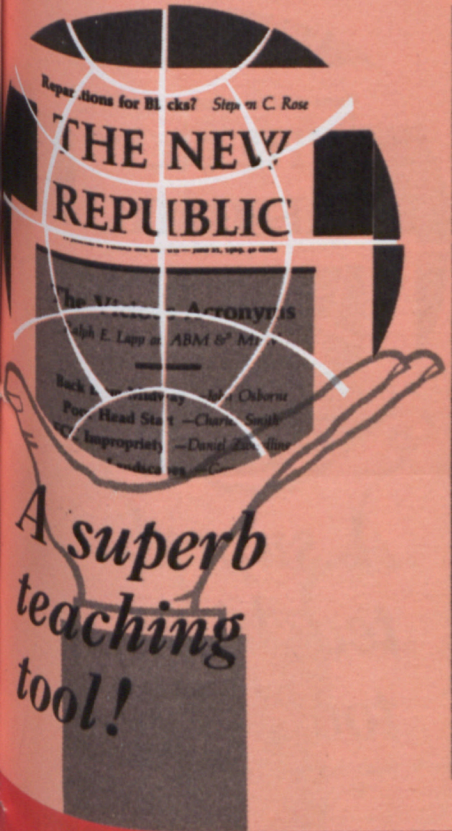
425 North Michigan Avenue
Chicago, Illinois 60611

SPECIAL OFFER TO
FACULTY AND STAF

Educator
Discount
ON GREAT BOO

GB

of the world is a nice idea, but [illegible] duplicated sheets together and



Please enter this

CLASSROOM ORDER

For:_____

Name of School_____

Address_____

City_____ State_____ Zip_____

Number of Copies weekly_____ Number of free copies for instructor use_____

Starting Date_____ Payment Enclosed_____

Termination Date_____ Bill me later_____

Signature_____

CLASSROOM BULK RATE FIFTEEN CENTS A COPY

THE NEW REPUBLIC

1244 Nineteenth Street, N. W.
Washington, D.C. 20036

A Journal of Politics and the Arts

A superb teaching tool!

No
Postage Stamp
Necessary
If Mailed in the
United States

BUSINESS REPLY MAIL
First Class Permit No. 30702, Washington, D. C.

POSTAGE WILL BE PAID BY

THE NEW REPUBLIC
1244 Nineteenth Street, N.W.
Washington, D.C. 20036

Find out how you can get the

Educator's Discount ON GREAT BOOKS

See advertisement on page 13

Free preview booklet of the most superb home library ever assembled

See page 13